DOCUMENT RESUME

ED 283 249 EA 019 467

AUTHOR Elam, Stanley M.; And Others
TITLE Staff Development: Problems and Solutions. AASA Critical Issues Report.
INSTITUTION American Association of School Administrators, Arlington, Va.
REPORT NO ISBN-0-87652-110-3
PUB DATE 86
NOTE 84p.
AVAILABLE FROM Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00164; $13.95 plus $2.50 postage and handling, prepaid; quantity discounts).
PUB TYPE Information Analyses (070) -- Guides - Non-Classroom Use (055) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Board of Education Role; Elementary Secondary Education; *Inservice Education; *Leadership Training; *Management Development; *On the Job Training; Principals; Public Schools; *School Districts; *Staff Development; Superintendents; Teacher Administrator Relationship

ABSTRACT

Case studies, interviews, letters, and nationwide questionnaire responses from hundreds of administrators constitute the data for this report. The first chapter discusses the meaning of and the reasons for staff development; the effect of staff development on school and community; the increasing role of teachers, principals, and school boards; the conditions for staff development; and the elements of the most effective programs. The second chapter considers the expansion of staff development; the process is intended not only for teachers, but for all practitioners. The expansion also includes the range of content, the number of sites, the amount of time, and the number of people to direct the programs. Chapter 3 examines the options available to school districts to advance staff improvement. Other concerns associated with staff development covered in subsequent chapters are the effectiveness of inservice training; needs assessment to gain board support; the professional growth of principals and their collaboration with teachers; the technical training of support staff; the inservice training of board members; the professional growth of administrators; the atmosphere of inservice sessions; and the evaluation of the staff development process. Chapter 7 relates 16 case studies of success. (RG)

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Staff Development

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PROBLEMS AND SOLUTIONS

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

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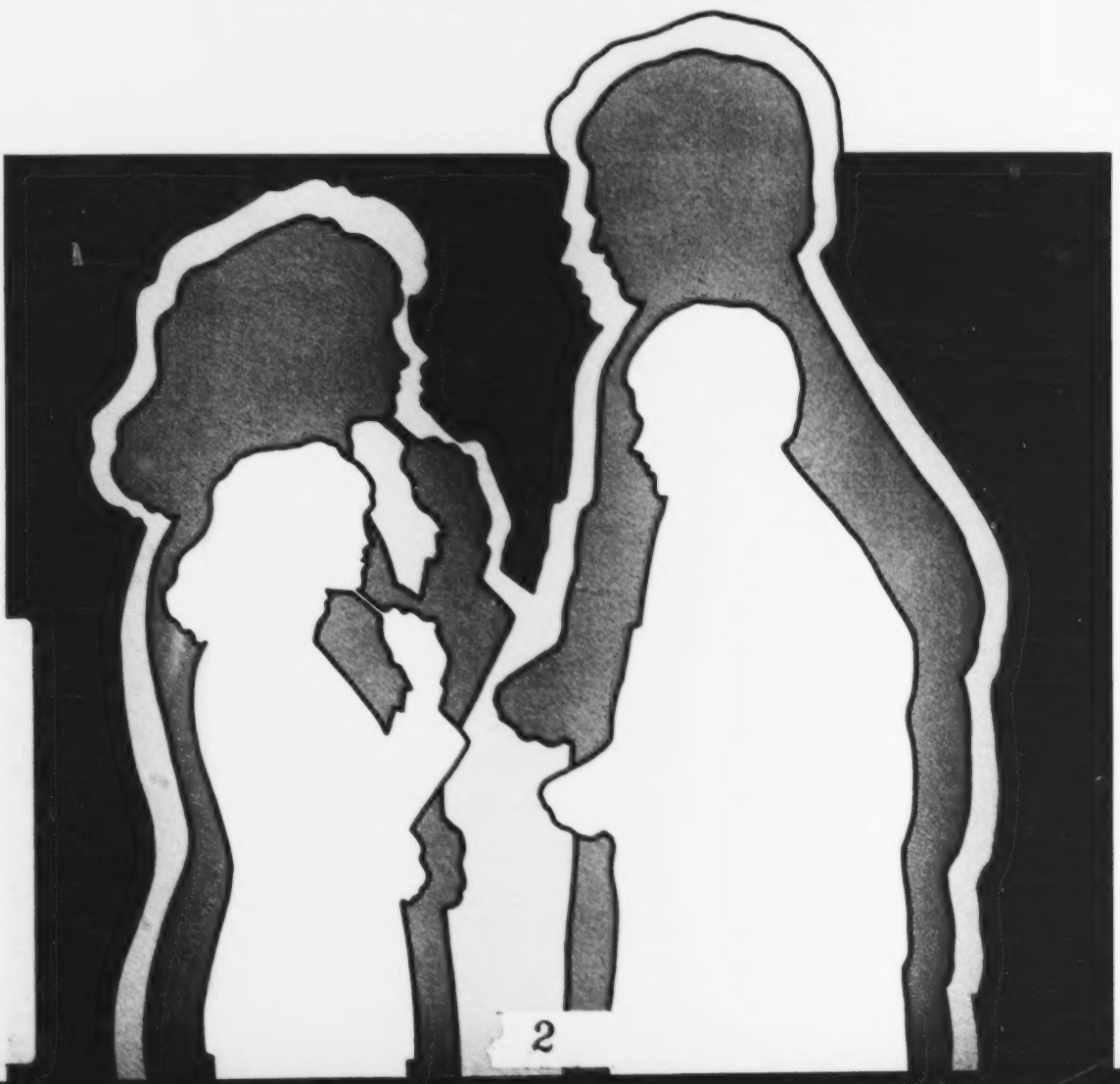

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Staff Development

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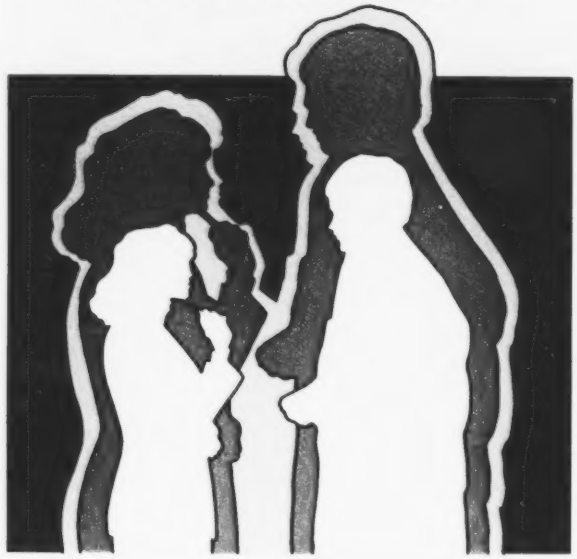

by Stanley M. Elam, Jerome Cramer, and Ben Brodinsky

Developed under the
editorial direction of

Ben Brodinsky

American Association of School Administrators

THE AASA CRITICAL ISSUES SERIES

The reform movement of the 1980s, and the demands for improved education, have put the spotlight on staff development as one of the critical issues of this decade. Superintendents across the nation have placed staff development high on a list of topics to be investigated by the American Association of School Administrators in its series of Critical Issues Reports.

Staff Development is the 19th report in this series. Staff development means inservice education; inservice education means training and retraining on the job; and these functions, under whatever name, contribute to the improvement of schools, including teaching and learning. Evidence supporting this assertion has been provided by school administrators, research specialists, teacher trainers, as well as leaders in industry and higher education.

The initial structure of this report was outlined by Stanley M. Elam, of Phi Delta Kappa. Research was conducted by Jerome Cramer, of Washington, D. C., who also contributed portions of the text.

Hundreds of school administrators gave invaluable help in the preparation of this report—by responding to a questionnaire mailed to districts in all parts of the country, as well as through letters and interviews. Our thanks go to these individuals.

The manuscript was developed under the editorial direction of Ben Brodinsky, of Old Saybrook, Connecticut, who is editor of AASA's Critical Issues Reports.

RICHARD D. MILLER
Executive Director
AASA

GARY MARX
Associate Executive Director,
AASA Office of Communications

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Editor, AASA Critical Issues Reports: Ben Brodinsky
Design and graphics: Congressional Arts, Inc.
Copyright 1986, American Association of School Administrators
Library of Congress Card No.: 072458 ISBN # 0-87652-110-3
Stock No. 021-00164
Single copy, $13.95. Two to nine copies, 10% discount; 10 or more copies, 20% discount. Please add $3.50 to orders of $20 and under for postage and handling. Orders for less than $20 must be accompanied by payment in full. Order from AASA, 1801 N. Moore St., Arlington, VA 22209-9988. Stock No. 021-00164.

This report was reviewed by AASA and approved for publication. Approval does not signify that the contents reflect the views or policies of AASA.

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Foreword

As the story goes: Ptolemy I, King of Egypt, wished to study geometry without going over the 13 parts of Euclid's Elements. He said he wanted a short cut. Said Euclid: "There is no royal road to geometry."

Similarly, there are no royal roads to staff development—no short cuts, no quick-fix approaches. Instead, there are many paths and school administrators do not hesitate to take the familiar ones or to explore new ones. The reports of experience from school districts and the sampling of exemplary programs attest to that (see page 36).

What emerges from the nearly two years of research for this Critical Issues Report is that staff development is neither a fad nor a new bandwagon rolling through education. School districts are making long-range plans, some to go on for a decade, as in Anne Arundel County, Maryland. The prospect is that staff development will remain an entrenched part of school administration for reasons sketched in the section, "The Why of Staff Development," page 6.

Time and again, the case studies, responses from the questionnaires, and the interviews with school superintendents and training specialists reveal principles that in effect constitute "the eternal verities" of staff development, such as:

> —They who dare to teach must never cease to learn—Those who are to be affected by a program must have a hand and voice in determining it—Just as there is no *one* way to teach, so there is no *one* way to provide staff development—Change requires time; profound change takes longer—People who are respected and appreciated will respond readily to programs of improvement.

The 13-point refresher course (see page 16). based on material from the National Staff Development Council, offers a useful reminder of these verities.

From superintendents and training consultants comes another point, best expressed in these words:

> Staff development is not an invitation to a smorgasbord.
>
> It is a call to action to achieve goals for a school district, its teachers, students, and support staff.

An invitation to a smorgasbord implies that a district's administration will spread before its employees a variety of seminars, workshops, and courses in colleges and universities with the suggestion, "Come and get it." Whether they come and get it is up to them. Freedom of choice, or no choice at all, is assumed a virtue in such a concept.

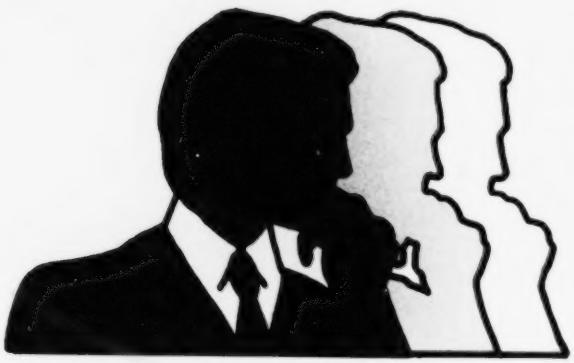
But staff development is not a take-it-or-leave-it item. It is an obligation—for the district to provide and for the staff to participate. It is a debt teachers owe to their profession. It is an obligation administrators must carry out for the benefit of the students and the community.

CHAPTER 1

DYNAMICS OF CHANGE

Rethinking—and Remaking—Staff Development

Defining terms—The who and how—Four reasons for staff development—What staff development does for the teacher, school district, community—What's in, what's out in staff development—The climate is good—Marks of quality in today's programs



The nation's schools are rethinking and reshaping ways to improve teacher performance in the classroom. School administrators are also rethinking and reshaping methods for improving their performance and the performance of all other school employees. That development extends even to the school board.

This reappraisal and retooling is one response to the demands of the 1980s for educational reform, or, as the rhetoric goes, "for placing the schools in a position to meet the challenges of the 21st century." But it is more. It is also an indication that staff development, having come of age, can now be used to set right some of education's ailments.

How administrators are going about this task is the story of this Critical Issues Report. Facts documenting the story come from replies of hundreds of superintendents to an AASA questionnaire distributed nationwide; from AASA's two-year search for exemplary staff development programs; and from correspondence and interviews conducted by the authors of this report for nearly two years.

First conclusion: The reform of staff development in American schools is a basis for reform of education generally.

Second conclusion: Staff development reform is gathering strength and impetus. It may emerge as one of the most important forces of the 1980s in American education.

Defining Terms

First, a definition. A National Institute of Education (NIE) study says staff development is:

> Any school district activity that is intended partly or primarily to prepare paid staff members for improved performance in present or possible future roles in the school district.

Broadening this definition, a number of school superintendents added the view that staff development can properly include:

> Any activity on the part of the individual, regardless of school district participation, that is intended to advance the individual's professional stature and performance on the job.

When superintendents and other leaders in education speak of staff development, they also mean inservice education, continuing education, training on the job, and, to use a more general term, professional growth. No hairline distinctions are generally made among these terms even by specialists.

The Who and How of Staff Development

These definitions will come dramatically to life as the reader sees at close range who "the paid staff members" are and what activities are "intended to prepare them for improved performance." These points are discussed in Chapter 2, "The Expanding Universe of Staff Development" and in Chapter 3, "What School Districts Do—and Can Do."

These chapters show that the scope of staff development is neither narrow nor restricted. "Staff development is for everyone" is a comment found on many of the questionnaires returned to AASA by superintendents. The phrase has, in fact, become a shibboleth among advocates of staff development. "For everyone" is an aim many superintendents aspire to. But there are limits of budget and resources. Also subject to the same limits are the activities that school districts put to work in the cause of professional development. As Chapter 3, "What School Districts Do—and Can Do," shows, the measures have to do with:

- Planning inservice education
- Its administration
- Instruction and training
- Enhancement of professional stature.

No one school district can be expected to use all of them. A majority, however, use, on the average, more than a fourth of the provisions listed in the chapter.

The Why of Staff Development

Why the new emphasis on staff development?

Administrators see the need for staff development, and sponsor it with new zeal, for the following reasons:

Reason 1: Demands of the curriculum

Teachers need help to cope with and manage new subject matter. The content of nearly all offerings has changed, is changing, and will continue to change. This is true of elementary as well as secondary courses. Old facts are dying; new facts are being discovered. Old concepts are becoming obsolete; new concepts are coming to the fore. What teachers learned 15, 10, or 5 years ago may no longer hold true. And new courses and new skills are waiting to become part of the curriculum.

Well known, and thoroughly documented, is the dissatisfaction of scientists, mathematicians, and leaders in defense and industry with science and math content and methods of instruction. There is a rush for remedies. District officials, colleges and universities, government agencies, private foundations, industry—all are coming to the aid of teachers. Efforts for the renewal of instruction in science and math, and for updating content, will continue for years to come. No end to these efforts is in sight. School districts will be expected to assume a large part of the load.

Talk to any department head or supervisor concerned with reading, writing, social studies, foreign languages, physical education. You will hear comments about "new information," "new approaches," "modern methodology." You will hear, too, about new efforts to update teacher performance in these subject matter areas—elementary and secondary.

To illustrate, take health education, a venerable subject in the curriculum—so venerable, in fact, it has become steeped in tradition. For decades, health education has meant—and still does in many districts—"concern with pushups, perspiration, and slide shows on using cotton swabs." Traditional health education, experts say, is still concerned with "bones and muscles" and with textbook information on hygiene, body structure, and functions.

Today, public health officials and the medical profession tell us that health education must be concerned with high blood pressure and with sexually transmitted diseases; with the dangers of smoking and drugs; with food and nutrition; with accident prevention and the control of emotional stress and violent behavior—often including youth suicide prevention.

Health educators, in their turn, tell us that health education should lead to health promotion—not the accumulation of factual knowledge alone. The aim of the schools should be to help young people assume a greater role in their own health care.

Here, then, is one subject calling for large doses of inservice education.

Turn now to a topic seeking recognition in the curriculum—critical thinking. For centuries, those responsible for educating youth have said that one major object of education is to develop people who can think. Nothing, or close to nothing, has been done about this aim. Schools and teachers didn't know how to go about this noble task.

Now psychologists tell us that thinking can be

taught—and some school districts are proving it. The teaching of thinking skills in all grades and for all students is becoming a serious aim for schools. And again, large doses of inservice education are needed to make this goal a reality.

Reason 2: Demographic challenge

Teachers need help to understand better the student of today and tomorrow.

"Boys and girls will always be boys and girls," "Young people don't change" are among the cliches heard at board of education meetings by those who don't see the reasons for educating teachers on the nature and character of today's students.

The facts are, however, that the home, family and society which send the children and youth to school are under constant change. More than ever before, teachers face large numbers of poor or disadvantaged children, and children from many different racial and ethnic backgrounds. Says Harold L. Hodgkinson, Institute of Educational Leadership: "Changes in the nature of the student population will change our school system faster than anything else except nuclear war. . . ."

These changes are already in the making. We are close to the point that one third of our school population will consist of minority students. The number of students born out of wedlock and whose parents are divorced or separated is sharply increasing year by year. And every day in the United States, 40 school-age girls give birth to their third child.

Says Hodgkinson: "To be the third child of a child is to be very much at risk in terms of one's future."

Says Gisha Berkowitz, director of Philadelphia's Alternative School Project: "How important is algebra if you've just overheard your parents' final quarrel before one of them left for good?"

Teachers need help in understanding students who live under these conditions. And they need help in understanding the street-smart student . . . the student educated by a decade or more of television . . . the student under the influence of drugs . . . the student under stress so great that suicide is considered an answer.

Inservice education will not prevent the societal problems that affect learning. But inservice education can help teachers understand the out-of-school problems that trouble students and can suggest teaching styles to help those students.

Reason 3: Demands of methodology

Teachers need help because their jobs make new demands on them; and because new research and new pedagogical knowledge offer new opportunities for better teaching and learning.

There are new concepts explaining how children grow and develop and how they learn at various stages of maturity. There are new techniques for maintaining safe and orderly classrooms and for treating disruptive students. Teachers have a great deal to learn about—and opportunities to practice—skills in textbook selection, curriculum revision, and relations with parents.

New technologies place new burdens and demands on teachers and offer new opportunities. One need only mention the microcomputer to realize that inservice education must be a continuing activity if new tools are to be used for the benefit of students.

Reason 4: Job-related pressures

Teachers need help because their undergraduate and graduate courses did not—and may never—cover a host of real-life, on-the-job problems. Job-related pressures affect the well-being of the teacher as a classroom practitioner and as an individual.

The teacher needs help in managing time and in maintaining equilibrium under stress on the job. Inservice workshops are of material help in dealing with stress and for coping with maladies such as teacher smoking habits, obesity, and alcoholism. Wellness for the teacher is a subject for staff development as much as is updated subject matter and improved teaching methods.

> "The need for staff development goes beyond the philosophical commitment to provide opportunities to refine the skills of the professional staff. With soaring instructional budgets and a shrinking tax base, school districts must seek to operate with the cost effectiveness factor as a prime consideration. Staff development programs can enhance teaching efficiency without drastically burdening the taxpayer. The end result will be greater realization of the most important goal of any school district—providing students with the best education possible."
> —Elliott Lafavier, superintendent, Greenburg, Pennsylvania

Behind these words of Superintendent Lafavier lies the conviction expressed by a number of superintendents who responded to our questionnaires and in correspondence and interviews. It is that staff development (and here

superintendents stressed that "it must be genuine continuing education for teachers") generates a number of benefits for the school district and its students—and education as a whole.

"Continuing education is not solely for the benefit of teachers; the ultimate beneficiaries are the students," read one comment on a questionnaire.

Much is claimed for staff development in the responses of superintendents. A composite list of results that staff development can bring about runs as follows:

- Higher standards of student achievement—mastery of subject matter—higher scores.
- Administrative benefits to the district—higher teacher productivity—"makes good teachers better"—alleviation of temporary teacher shortages—reduced teacher absenteeism—savings in cost for substitutes.
- Enhanced public image—higher regard for the dignity and status of teaching—greater responsiveness to parent concerns for their children.
- Democratization of the profession—larger teacher roles in curriculum revision, textbook selection, student discipline controls.
- Taking-off point for educational advance—basis for development of effective schools—"only basis for meeting the demands for school reform."

But time and again, advocates of staff development come back to a basic premise: "Staff development is for the ultimate benefit of students."

What's Coming In, What's Moving Out

As superintendents rethink and reshape staff development, they see three factors growing in importance, and three diminishing.

Growing in importance are:

1. **Role of the board of education.** The school board provides the legitimacy and authority for staff development—not inconsiderable forces to reckon with. The board also provides the goals for staff development that all sectors of the school district must eventually accept. And the board can provide an increasingly larger portion of the operating budget for staff development, if it is convinced of its value.

Chapter 5,"Putting School Boards Behind Staff Development," discusses how an administration puts the power and prestige of the school board behind staff development. And because the board itself may need training for improvement, Chapter 9 is devoted to the inservice education of its members.

2. **Role of the principal.** The principal must take on a new role if staff development is to succeed. It is a role the principal must learn and practice, under guidance and stimulation from top administrators. The elements of that role are taken up in Chapter 6, "Shedding Old Roles for New."

3. **Participation of teachers.** Historically, inservice education has consisted of actions done *for* or *to* the teachers. These approaches have often given staff development a bad name.

"As far as teachers are concerned, most staff development is a trivial and fruitless waste of money," says Gary Sykes, a staff member of the National Institute of Education. And from Frederick J. McDonald, a former Educational Testing Service specialist, comes this judgment: "Teachers have not learned anything from staff development except to be skeptical of anyone bearing new programs."

The successful staff development experiences, reported in case studies (Chapter 7) and "snapshots," tell a different story. Why? Because they reflect the increased participation of teachers in planning and carrying out plans for their own improvement.

Diminishing in dominance are:

1. Roles of colleges and universities.

2. The influence of visiting experts, lectures by gurus, the voices of, as Ernest Boyer puts it, "educationists on leave from Mt. Olympus."

3. The one-shot workshop, the occasional seminar, scheduled often in a hurry.

The effect of these shifting influences is to place the responsibility for staff development within, rather than outside, the district, and, increasingly, on its own people. More and more, effective staff development rests on planning, encompassing long periods of time.

The Climate Is Good

Conditions for enlarging and enhancing staff development activities were, in the middle of the

1980s, better than they had been. The example of business and industry in spending millions of dollars for on-the-job training, not only for their rank and file employees but also for their managers and executives, is having a marked effect on school authorities. The example was always there: "IBM and Xerox and AT&T think that inservice training is good for the bottom line . . ." (See Chapter 4 for further discussion on industry's inservice training of its employees.)

Both the National Education Association and the American Federation of Teachers came out as strong advocates of staff development in 1986. The NEA has always supported, in theory at least, improvement of teachers on the job, usually arguing that improvement can best take place when teachers are well paid and administrators are "off the backs of teachers." A more positive statement was NEA's decision to launch its "Mastery in Learning Project," which NEA officials describe variously as an effort to "upgrade curricula," "increase faculty involvement in decisionmaking," and "make mastery of subject matter the new standard for student achievement." "It is a staff development program of the highest degree," an NEA official said of the project. And NEA President Mary H. Futrell issued an invitation to all schools to take part in the program.

More specific was AFT's plan to "professionalize the teacher corps." AFT President Albert Shanker said that 75 school districts, with AFT locals, will set up model inservice programs "for the rest of the country to copy." The districts were still being selected (March 1986); and the design for the models was still in developmental stages. But AFT officials appeared to have firm convictions about what the inservice programs would seek to accomplish. Here are some AFT views on staff development from Shanker and his deputies:

> When our union provided training in the past, we made the same mistakes the schools make—providing one-shot workshops. That was nice for raising consciousness, but it was not enough. . . .
>
> No one changes practice through one- or two-hour sessions. It takes an extended period of time, using as much research-based material as possible. . . .
>
> Our inservice training will be driven by teachers. We are sending a signal to all administrators that teachers are going to take their continuing education seriously and be in charge of it.

The Boldest Proposals

Among the foundations, the Carnegie Foundation for the Advancement of Teaching was probably the most active in establishing a favorable climate for staff development. Ernest L. Boyer led the change. During the last several years he has preached the gospel of "continuing education for teachers," using his presidency of the foundation as a forum. Boyer, in fact, made some of the boldest proposals of the decade for the advancement of staff development. In his books, reports, and speeches on education, he has set forth the following ideas:

> Continuing education must be a centerpiece of every teacher contract. The continuing education of the teacher has been consistently neglected. It is fascinating that, while the corporate world is recognizing the importance of the worker, in education we increasingly try to fix "the system" from the top. And while doctors and business executives have lifelong learning programs, we keep teachers in the classrooms—except for an occasional inservice workshop where they listen to experts on leave from Mt. Olympus.
>
> If we're serious about the quality of teaching, every school district should provide an authentic program of continuing education so that all teachers can be intellectually enriched. And the teachers should participate in shaping the program.
>
> We propose that a two-week teacher professional development term be added to the school year, with appropriate compensation. This would be a time for study, a period to improve instruction, and an opportunity to expand knowledge. The planning of such a term would be largely controlled by teachers at the local school or district level. Local colleges would be actively involved.
>
> We also recommend that every five years teachers be eligible to receive a special contract with pay to match to support a summer study term. To qualify and to compete for this extended contract, each teacher would prepare a study plan. Such a plan would be subject to review and approval both by peer panels and by the school and district administrators.
>
> Finally, there should be a teacher travel fund. An informal survey of select math and science teachers reveals that their most urgent need was not so much higher salaries as contact with colleagues in the profession. The fund would make it possible for teach-

ers, based on competitive applications, to travel occasionally to keep current in their field—a practice that is commonplace and respected in other professions.

In Today's Best Programs

What stamps a staff development program "excellent"? What takes it from a column marked "Good" to the one marked "Best"?

As we examined the components of scores of programs, we found these characteristics:

Mark of excellence—philosophy

In the best of today's programs, school officials take time to develop a philosophy for the conduct of their staff development activities. They make certain that the philosophy is uniquely their own, generated over a period of time, and the result of contributions from many minds.

They do not borrow, copy, or even adapt the philosophy, because it must serve the needs of the individual district.

From many examples of philosophies underpinning staff development, we present the one from Taylor Public Schools in Michigan, a district of some 13,500 students, headed by Superintendent Jerry Montecillo. The statement is crisp and clear, and may be one reason that the staff development model Taylor created (which is called "Collaborative Decision Making for School Improvement") has been chosen as an exemplary program by AASA, and that its components are disseminated through Eastern Michigan University and Wayne State University.

The philosophy is as follows:

- Change is a process, not a single event.
- People are logical and will do what makes sense.
- People affected by decisions should help make those decisions.
- Principals cannot create change alone—they must work closely with staff.
- Leadership skills cannot be presumed. If you want to bring about change, set up plans for leadership development.
- Consultants can help, but the best talent for inservice education comes from the district and the community.

Mark of excellence—goals

In the best of today's programs, goals of the district dominate staff development activities. This is reflected in such comments from administrators as "Our inservice courses are designed to meet school system priorities. . . ." "Our training is geared to the goals as set by the board and the administration. . . ." From Orange County Public Schools, Florida, comes this statement, which can well stand for scores of other district stipulations: "All staff development activities in our district are linked directly to the district's goals. . . ."

Generally, many goals are taken into consideration when planning inservice activities. But some districts believe it is effective to select only one or two specific objectives and work toward them. This is the case in the Jackson Municipal Separate School District in Mississippi.

The Jackson schools have decided that the development of a common body of knowledge (CBOK) is the thing to do. Superintendent Robert N. Fortenberry and his colleagues believe that "each grade and subject should have a specific set of skills and knowledge that all children should know regardless of their school or teacher."

A good portion of the staff development activities in Jackson is directed toward this goal. Since 1981, teachers have taken part in districtwide inservice days devoted to curriculum review and revision. CBOK committees of teachers at each grade level review classroom experiences to determine what needs to be done to ensure that students will master the skills and knowledge required of the subject at the different grade levels. Principals and central office staff ensure time for developmental activities, such as writing objectives and test items, coordinating subject matter and implementing the recommendations of CBOK committees.

Mark of excellence—time

In the best of today's programs, staff development is a matter of long-time concentration. In the case of Milwaukee, Wisconsin, it's a five-year span.

The starting date for Milwaukee's new type staff development was 1983. Milwaukee had, of course, conducted staff development programs for years. But in 1983, the board of education took bold action, creating a staff development academy, designating a director, and requiring the district to offer a "comprehensive, coordinated and complementary slate of staff development offerings."

It will take time to achieve the board's goal. Under the five-year plan, the academy director is required to train staff development teams at each of the 145 Milwaukee schools. During the first year (1983), 19 teams were trained—ten ele-

mentary and nine middle school teams; and the rate of team training proceeded "at satisfactory levels" in subsequent years. Principals must attend at least one day of an intensive two-day workshop—the staple of team training for all the schools. In 1986, a Potential Leadership Continuum was initiated, as a means of identifying and providing training for future school administrators.

Mark of excellence—research

In the best of today's programs, staff development planners lean heavily on research findings and on the skills and models developed by prominent leaders. LEADERS is, in fact, the label used for the inservice program of the Talladega County, Alabama, schools. Here is why:

The management skills that principals are trying to master come from the work of Paul Hersey and Kenneth Blanchard, known for their "situational leadership" expertise.

The clinical supervision skills that principals apply come from the work developed by Norman Boyan and Willis Copeland.

The mastery learning techniques, a staple in Talladega's staff development, stem from the writings of Benjamin Bloom of Chicago University, Lorin Anderson, and Madeline Hunter.

The principles of time management for teachers and efficiency in classrooms, another ingredient for staff training, come from Stallings and Kaskowitz, authors of *The Beginning Teacher Evaluation Study*.

Finally, the approaches for continuing professional development, used in Talladega, are based on effective school research.

(For more information about any of the individuals named in this profile, and how their research and techniques are used in Talladega, write Superintendent Lance D. Grisset, P.O. Box 887, Talladega, Alabama 35160.)

Mark of excellence—inclusiveness

In the best of today's programs, administrators offer a balanced program for all district employees—"everyone is included and no one is left out." The Montgomery County Public Schools, Maryland, is one of hundreds of districts adhering to this principle. The district's department of staff development offers training to three major groups: teachers, administrators, and support services staff.

Teachers may select from more than 200 credit courses, and although offered by the district, the courses are of university calibre. These courses enable teachers to earn advanced professional certificates and placement on the masters equivalency pay scale. (Successful completion requires 30 inservice credits.) Each teacher must plan a program with the principal, based on the teacher's individual needs. In addition, there are noncredit learning opportunities throughout the school year and during the summer.

Administrators are offered eight three-day seminars, dealing with leadership skills. Seminars are intended for principals on the job as well as those who aspire to become administrators at various levels.

Support services training is offered to bus drivers, food service workers, secretarial staff, custodial, and maintenance workers. Those who attend college or trade schools are reimbursed 50 percent of their tuition. Other support personnel attending training are entitled to release time.

Mark of excellence—attention to personal needs

In the best of today's programs, administrators address not only the professional needs of teachers, but also their personal and individual needs. This approach is set forth by Superintendent William A. Pelaia, Howell Township Public Schools, New Jersey, in these words:

> In staff development, our focus should be on the individual. There is a strong link between employee satisfaction, morale, and productivity. Consequently, increased satisfaction and high morale for teachers should become a goal, recognizing that these have a significant impact on professional performance.
>
> People need to know how to cope in every aspect of their lives. Accordingly, stress management, problem-solving skills, nutrition and exercise, financial planning, time management, and interpersonal relations should be developed as part of a total staff development program.

In many of the exemplary programs identified by AASA, and in programs the authors of this report judged to be "good" or "excellent," the personal needs of teachers, and other staff members, are included in inservice activities.

From Zero to 100 Points

MOVING INSERVICE EVER UPWARD

The Indiana State Teachers Association has created an Inservice Corporation to develop inservice programs "of, by and for teachers." As its first contribution to philosophy and process, the corporation charted the way a local school district can move its inservice activities from those rating zero to programs deserving a mark of 100—the top.

Rating zero are programs in a district that rely on a humorous speaker to entertain the teachers for one hour, one day, per year.

Moving up the scale, in the words of corporation officials, are the following activities and their effectiveness ratings:

- Schedule the auditorium for a two-hour block once each semester. Herd the teachers in to listen to a lecture on "teacher deficiency." This lecture is to be held after school, with required attendance. **Rating—5 to 10 points.**

- Schedule a series of training opportunities throughout the year. Attendance is on school time, with administrators sitting side-by-side with teachers ("This forms a solid foundation for inservice"). Subsequent to the lectures, seminars, or workshops, the trainers demonstrate and model the skills for teachers to consider adopting. **Rating—20 points.**

- Administrators encourage teachers to practice the classroom strategies propounded and allow teachers freedom and time to do so. **Rating—40 points.**

- As teachers incorporate new teaching strategies into daily classroom instruction, they are free to modify them to suit their needs. Teachers are also free to exchange ideas with other teachers and to request principals' comments in a "nonthreatening atmosphere." **Rating —80 points.**

- Teachers become comfortable with their newly developed instructional procedures and make them part of their permanent repertoire. At evaluation time, administrators recognize (and praise) the progress teachers have made in improving instruction. Evaluation is a time for "positive feedback" between teacher and administrator. Jointly, they explore plans for additional inservice activities. **Rating—100 points.**

Note: Source of information about the Inservice Corporation: Carolyn Smith Roper, Indiana State Teachers Association, 150 W. Market St., Indianapolis, IN 46204.

Wisdom of the Practitioner

I no longer have faith in the colleges to provide teachers with the upgraded skills needed in today's schools. We therefore intend to do it ourselves.

—Superintendent Billy Reagan, Houston.

School districts are the new campuses for training teachers—replacing colleges and universities in teaching methodology and learning theory.

—Superintendent M. Robert Adkinson, Ceres Unified School District, Ceres, California.

CHAPTER 2

GROWING/GROWING

The Expanding Universe of Staff Development

The circle of participants grows—The broadening range of themes, topics, content—Where it's happening: scores of sites, in and out of the district—The sun seldom sets on staff development—From solitary lecturers to cohorts of experts

The universe, some scientists say, was born with a Big Bang; other scientists add that the universe is endlessly expanding.

These statements also apply to staff development. Within the past decade or so, staff development underwent, if not one Big Bang, a series of bangs that have set in motion continuous enlargement and increase.

Circle of Participants Grows and Grows

Consider the clientele. In the primordial days of staff development, the first and sometimes only concern of school administrators was the beginning teacher. For the neophyte, administrators would provide welcoming words, directions on where to find what ("The art supplies are down the hall . . ."), and possibly some tips on how to keep order in the classroom.

Orienting the entering teacher is still a concern in staff development. But so is the experienced teacher—the veteran of years of teaching. Elementary teachers, secondary teachers, special teachers—all are within the circle now served by staff development programs.

The most striking change in staff development concepts is that staff development is not for teachers alone. It is also for the principal, the supervisor, all levels of administrators—including the superintendent and members of the board of education.

The universe of clients grows even larger as school districts expand on-the-job training opportunities for support staff—teacher aides, bus drivers, custodial workers, food service employees, security personnel.

Unending Range of Themes, Topics, Content

Widely expanded, too, is present-day thinking on the content of staff development activities.

Once educators thought that pep talks on morale and esprit de corps would fill the bill. Today's staff development programs deal with at least four major topics:

Personal development: School districts report a rich variety of programs to help district personnel with stress and anxiety; to promote wellness and fitness; to improve a person's ability to manage time, money, and problems arising out of marital, family, and interpersonal relationships.

Pedagogical development: Popular and in demand are seminars and workshops dealing with discipline, classroom management and effective school concepts. School districts offer, and teachers often welcome, programs on brain growth, how learning takes place, how to conduct parent conferences, how to report grades, and how to select and use textbooks and other instructional materials.

Leadership enhancement: Something (relatively) new in the staff development spectrum are offerings for those in positions of leadership or who hope to take their place in this sphere. Superintendents refresh their skill in goal setting, morale building, and communicating with the people. Principals and supervisors learn the arts of staff evaluation, observation, instructional counseling, and motivation. Board members go off on "retreats" to become more proficient in policy development, finance management, school law, and community relations.

Instructional content: Here we come to the most crucial and challenging staff development area. Many teachers will welcome inservice programs on learning theory or child development; some will not. But few refuse help on the subject they teach. Because of teacher interest—not to mention outside pressure—offerings in science and mathematics (at all levels) dominate the staff development scene. Reading, according to the data submitted to the AASA, is still a major topic in staff development efforts. Not far behind in popularity are social studies and health education. And rapidly coming in as a topic for attention is critical thinking.

No Fences and Few Walls

Where does staff development take place? Said one superintendent during an interview: "I can remember when we thought inservice education occurred in two places: the school auditorium while a visiting expert lectured from the stage, and in the college classroom. We have a much wider view of things today."

This wider view still encompasses professional development activities (1) on-school sites and (2) off-school sites.

But *on-school* site training does not stop with just a lecture in the auditorium or meeting room. There are also the teacher's center and the faculty library. . . . the teacher's own classroom and the principal's office, where instructional techniques are reviewed and evaluated . . . the faculty meeting room . . . and quite frequently, the board room, where hearings and presentations on curriculum, instructional materials, tests and testing take place, offering effective learning opportunities on these—and many other—topics of concern to teachers.

The most commonly used off-school site for staff development is, of course, the college campus. But increasing numbers of activities also take place in community facilities—museums, art galleries, historical buildings. Industry and business plants, laboratories and computer centers provide additional off-site opportunities for inservice training. And ranking high in the opinion of administrators are the classrooms in neighboring school districts, where teachers visit to observe, to be instructed and inspired by master teachers.

The Sun Never Sets

Along with the expansion in clientele, content and facility, there is also the expansion of time for staff development. The occasional one hour, half-day, or full-day session, or the suddenly convened meeting for a one-shot dose of information are held in low esteem by superintendents. Their stock answer to the question, "How much time does your district devote to staff development?" are such words as "continuous," "ongoing," "it never stops."

Wishful thinking or not, the fact is that staff development today claims more time than ever before. One superintendent put it this way: "The sun never sets on staff development activities in our district, and when it sets, staff development often begins in earnest."

During school hours and after school hours, on released time and on paid time, Saturdays and during summer sessions—staff development ideas and programs are at work.

From Solitary Lecturers to Cohorts of Experts

Finally, the expanding universe of staff development is made possible by an expanding cohort of men and women who guide and direct the activities and programs.

From outside the district: The solitary guest lecturer who used to carry the burden of inservice education has been joined by consultants, teams of teacher trainers, and subject-matter specialists in science, math, reading, human relations, critical thinking. School districts also prize the experts, paid and unpaid, who come from professional associations and community agencies to work with teachers on problems of student discipline, curriculum enhancement, and human relations.

From within the district: School administrators are often pleased to discover that talent and expertise for staff development exist within the district's own staff. Teachers train teachers; department heads offer new and enriched content to classroom practitioners; principals and supervisors improve teacher practices in giving assignments, in helping students to solve problems, in channeling student energy from disruptive behavior into productive learning. It is these "in-house" resources that propel staff development toward new spheres.

A bright and relatively new star in the firmament of staff development is the district's coordinator or director of inservice education. A decade or two ago, this position was rare. Today, about a third of school districts—large, medium-sized and small—have such positions. Working full-time or part-time, the coordinator/director carries a varied (and frequently) heavy load of responsibilities. A composite list of duties, drawn from more than a score of job descriptions, runs as follows:

The coordinator/director works with specialists, principals, assistant principals, department heads, and teachers in designing and implementing inservice activities . . . Monitors workshops and course offerings . . . Assists teachers in the development of techniques and strategies promulgated in inservice training activities . . . Keeps abreast of research and new experiences concerning staff development . . . Attends conferences, institutes, retreats, and seminars to stay informed about resources and research that have inservice education implications . . . Advises the superintendent and board of education on inservice education issues and problems.

Elements of a Successful Staff Development Program

A 13-point refresher course for the success of staff development—

- **Involvement in planning.** Staff development works best when participants take part in planning objectives and activities.
- **Involvement of principals.** Development activities in which principals are involved are more effective than programs in which principals are absent.
- **Time for planning.** Whether teachers and administrators take part voluntarily or by order, they all need time away from regular activities to plan their own objectives for the training.
- **Administrative support.** The level of support from the district administrators must be genuine and visible.
- **Expectations.** Staff taking part in training should know what is expected of them during the activities, what they should be able to accomplish once the training is over, and how they will be evaluated.
- **Collegiality.** Professional development activities in which participants share and help each other are more likely to attain their objectives than those in which participants work alone.
- **Continuity.** Professional development activities that are thematic and linked to an organized plan of professional development or district goals are more effective than a series of oneshot seminars on a variety of topics.
- **Expressed needs.** Staff development should be based on a continuous assessment of staff needs. As needs change, so will the activities offered to meet those requirements.
- **Opportunities for practice.** Staff development works best when individuals get a chance to take part in demonstrations, supervised tasks, and to receive constructive criticism.
- **Opportunity for choice.** Training works best when individuals have freely chosen a particular kind of development activity. A series of alternative activities should be offered within the long-range professional development program.
- **Content.** Successful professional development activities usually are geared toward a relatively narrow grade-level range, a specific topic and a specific set of skills. When participants complete training, they should have a set of materials for reference and review.
- **The physical facility.** Accessibility of supporting materials, the appearance of the facility, the room temperature, the lighting and sound system have a subtle but sometimes profound effect on how people learn.
- **Time of day and season.** Staff development that takes place at the end of the school day has less chance of being successful than if it is offered when staff is fresh. Staff development works best when other activities (such as parent conferences or Christmas celebrations) don't conflict.—National Staff Development Council, Dearborn, Mich.

Time for a Change

School systems have relied for too long on the one-day or scatter shot approach to staff development. You can't be effective if you simply offer a list of college classes teachers can take, or offer to bring in speakers for a one-day seminar.

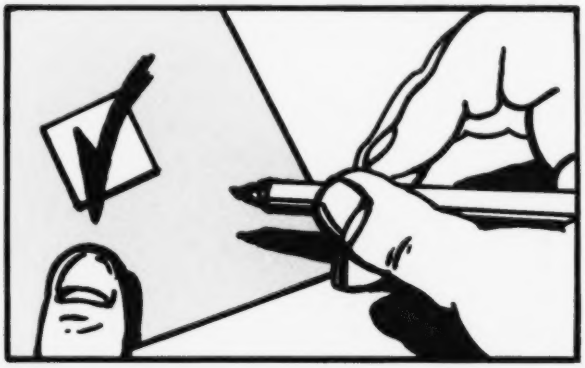
—Herman Goldberg, American Association of School Administrators

CHAPTER 3

ACTIONS/PROVISIONS

What School Districts Do—and Can Do

A checklist serving as a reminder—Actions, steps, and provisions to advance staff development—Planning, administering, providing inservice instruction and enhancing professional stature—The 1986 Carnegie task force formula for professional advancement of teachers



The actions school districts take to conduct, promote, and enhance professional development of their teaching staffs are as great in number and as varied as the districts themselves.

It is possible, however, to identify the most prevalent actions from an analysis of the questionnaires returned to AASA in the study on staff development.

The list on pages 18-19 identifies more than 40 actions school districts take most frequently on behalf of elementary and secondary teaching staff.

No district has yet reported adding a two-week professional development term to the school year—the bold suggestion Ernest Boyer makes in his speeches and writings on the condition of teaching in the United States (see page 9).

There is, however, another type of action that should be considered in connection with the checklist. It is the commitment many districts have made to the effective schools concept. Under that commitment, administrators, and teachers:

1. Seek a safe and orderly environment
2. Develop a clear school mission
3. Expect high levels of performance from students
4. Allocate significant amounts of time to instruction
5. Monitor student progress frequently
6. Strive for broad support from parents
7. Provide time for principals to act as instructional leaders

This seven-point formula is, of course, the now-famous one frequently associated with Ronald R. Edmonds. Although the effective schools concept has been designed primarily for the inner-city, administrators in all types of districts have applied its basic principles. Many administrators who have put these tenets to work say that they provide potent stimulus for staff development. "Where the model and the process of effective schools are at work," says William J. Gauthier, Jr., Connecticut State Department of Education, "there you find inservice education at a high pitch. In such schools, teachers are forever learning."

Teachers are also "forever learning" in schools that have taken additional actions shown in the checklist. It is divided into four parts: (1) actions related to planning; (2) actions related to administration; (3) actions related to providing instruction; and (4) actions related to overall professional stature.

Note: Use the checklist as a reminder for yourself, your school board, and members of the administration, of the varied measures a school district should consider as it seeks to implement a strong staff development program for improved instruction. The more "Yes" items you check, the stronger your program is likely to be. However, any program must fit a district's unique needs.

Checklist for Assessing Staff Development Programs

I. Actions Related to **PLANNING** Inservice

	Yes, we have taken this step	No, because . . . (Indicate reason after item)
Build into the school calendar inservice day(s)	____	____
Half a day	____	____
One full day	____	____
Two full days	____	____
More than two days	____	____
Plan staff development activities for teachers with involvement of teachers or teacher committees	____	____
Conduct needs assessment surveys to establish basis for inservice education courses and offerings	____	____
Gear inservice to district goals	____	____
Evaluate inservice activities, using findings for further planning	____	____

II. Actions Related to **ADMINISTERING** and **MAINTAINING** Inservice

Establish staff development academy	____	____
For summer operation	____	____
For year-round operation	____	____
Employ staff development director or coordinator	____	____
Full time	____	
Part time	____	
Maintain staff development office	____	____
Open on a full schedule	____	
Open on a restricted schedule	____	
Publish districtwide newsletter on staff activities	____	____
Maintain faculty library stocked with professional books, magazines, audiovisual materials	____	____
Maintain a teacher center suitable for study, conferences, research	____	____
Publish annual or semester catalog of courses offered	____	____
By colleges and universities	____	____
By district academy or staff development coordinators	____	____
Publish addenda to catalog (through leaflets, newsletters, flyers) as new courses are instituted	____	____

III. Actions Related to **INSTRUCTION** and **TRAINING**

Employ teacher trainers, consultants and specialists to work in the district on a scheduled basis	____	____
Once a year	____	____
Twice a year	____	____
More often	____	____
Provide consultants and subject matter specialists to work with teachers, principals, and supervisors on		
Elementary science	____	____
Secondary science	____	____
Elementary mathematics	____	____
Secondary mathematics	____	____
Writing, language arts	____	____
Foreign languages	____	____
Thinking skills	____	____
Health education	____	____
Reading	____	____
Other	____	____
Provide systematic training for principals to enhance their skills for evaluation of teaching performance	____	____
Provide systematic training for principals and supervisors to enhance their skills in clinical supervision	____	____
Provide systematic training for principals to enhance their skills in conducting teacher conferences	____	____

	Yes, we have taken this step	No, because . . . (indicate reason after item)
Provide consultants and specialists to conduct workshops and seminars on:		
Classroom management	____	____
Student discipline	____	____
Provide orientation for teachers new to the school system	____	____
One day training	____	____
Two day training	____	____
More than two days	____	____
Contract with colleges and universities to offer courses for teachers	____	____
On college campus	____	____
On school site	____	____
Summer only	____	____
During school year and summer	____	____
For credit	____	____
Not for credit	____	____
Use the district's teachers, principals, and other administrators as resource persons for inservice activities	____	____
All inservice activities	____	____
Most inservice activities	____	____
Only very few inservice activities	____	____
Use resources and specialists from industry and business to assist in staff development	____	____
Use resources and specialists from community, government, and civic agencies to assist in staff development	____	____
Encourage visitation of teachers to neighboring schools to observe master teachers, learn of new classroom procedures	____	____
Use resources of professional associations that offer professional development programs	____	____
Invite teachers from neighboring schools to demonstrate teaching techniques	____	____
Establish fund for teacher travel to conventions, conferences, and meetings	____	____
Establish fund to provide for teacher retreats	____	____

IV. Actions Related to **PROFESSIONAL STATURE** of Teachers

	Yes, we have taken this step	No, because . . . (indicate reason after item)
Provide opportunities for teachers to work on curriculum guides, curriculum revision	____	____
Only occasionally	____	____
On a scheduled basis	____	____
Summer only	____	____
Year-round	____	____
Have policies encouraging teacher attendance at professional meetings	____	____
Local or regional only	____	
State conventions and conferences	____	
National	____	
Promote membership of teachers in professional organizations (reading, science, math, foreign languages, English)	____	____
Provide time at school board meetings for teachers to report on instructional and subject matter topics and issues	____	____
Once a year	____	
More often	____	
Encourage staff members to submit articles to professional journals and local publications	____	____
Recognize, praise, reward outstanding teachers	____	____
Cash awards	____	
Letters of recognition (by superintendent)	____	____
Citation for excellence (by board)	____	
Others	____	
Plan building faculty meetings *with* teachers	____	____
Set aside time at faculty meetings for professional topics (more than routine business)	____	____
With presentations by teachers	____	____
With presentations by guest lecturers	____	____
Conduct quality circles for teachers	____	____
On a regular basis	____	____
Occasionally	____	____
Nurture collegiality among teachers	____	____
Designate helping teachers to assist newcomers and to help failing teachers	____	____

A Vision—Broad, Challenging

A new, broad vision of teacher professional growth, came in the 1986 report of a Carnegie Corporation task force on teaching. The report, *A Nation Prepared: Teachers for the 21st Century*, was written by 14 men and women, including the governor of New Jersey, the Speaker of the Oregon House of Representatives, members of the business and education community, and the presidents of the NEA and AFT.

The vision is summed up in a single paragraph in the report:

"Schools should be exciting places for both teachers and students. With goals for student progress clear, professional teachers would be free to work with students to chart courses enabling each student to attain those goals. As the weight of bureaucratic environment is lifted and support staff take over many noninstructional tasks, professional teachers can concentrate on inspiring, coaching, guiding, and motivating students, and applying other resources including technology to increasing student learning. Teachers can help each other analyze student problems, work with parents, help students master tough concepts, develop materials and curricula, organize the work of the support staff, hire new staff, and decide how to allocate the budget among competing claims. Such schools will provide a satisfying environment for teaching, and are likely to be far more effective and efficient than the schools we now have."

How To Get There

The Carnegie task force outlined a plan for reaching such schools of promise and developing teachers to staff them. The elements of the plan according to the report, are these:

• **Autonomy.** Professional autonomy is the first requirement. . . . Teachers must have authority to make key decisions about the services they render. Within the context of goals for students set by state and local policy makers, teachers, working together, must be free to exercise their professional judgment as to the best way to achieve those goals. This means the ability to make—or at least to strongly influence—decisions concerning materials and instructional methods to be used, the staffing structure to be employed, the organization of the school day, the assignment of students, the consultants to be used, and the allocation of resources available to the school.

• **Collegium.** This autonomy will work only if the school becomes a collegium, in which the staff works collaboratively and takes collective responsibility for student progress.

• **Lead Teachers.** In most professional organizations, those who are most experienced and highly skilled play the lead role in guiding the activity of others. We propose that districts create positions for a group of such people, designated "lead teachers," in each school. Their role would be to guide the activity of others, ensuring that the skill and energy of their colleagues were drawn on as the organization improved in performance.

We do not envision lead teachers as assistant principals. It will do no good to dismantle the bureaucracy at the central office only to replace it with a new one in the school. Lead teachers must create communities, not bureaucracies. Lead teachers derive their authority from collaborating, professional teachers. In such a relationship, teachers work together in a school, not separately in isolated classrooms.

• **Time.** Fundamental to a workable professional environment for teaching is more time for all professional teachers to reflect, plan, and discuss teaching innovations and problems with their colleagues. Providing this additional time requires additional staff to support the professional teachers, a radical reorganization of work roles to make the most efficient use of staff in a collegial environment, and a new approach to the use of space.

• **Support Staff.** Among people needed to support the teacher are: interns drawn from graduate teacher education programs; people with special skills or knowledge, drawn from business groups, community organizations, and colleges and universities; a wide range of aides and assistants providing clerical support and administrative services; and high school and college students serving as coaches, tutors, and aides.

• **Space.** The collegial approach to school organization is unlikely to work, and additional staff unlikely to contribute, unless some classes can be small and others large; some students can work alone and others in small groups; some students with teachers, or the principal, or a college tutor; and other students with a lab technician, visiting computer expert, or a company executive who has organized a field trip to a business.

• **New Type Leadership.** The present model for leadership in the schools is more closely related to the hierarchical structure of the military or the bureaucracy than it is to the function of education. The model of a principal as head of the school might work in support of the collegial style of schooling we propose, but there are other models that should be tried. Among them are schools headed by lead teachers acting as a committee, one of whom acts like a managing partner in a professional partnership. In such schools, the teachers might hire the administrators, rather than the other way around. Once the fundamental idea that the primary source of expertise for improving schools lies within teachers, then many ways to organize for leadership are possible. It is time to invent those ways and to adapt them from other organizations where professional work is done.

• **School-Site Budgeting and Deregulation.** Most of the budget for school district instructional services should be allocated to the school level, and the principal and teachers should decide together what services to buy and where. If the community psychiatric service or the local arts center can provide more competent counselors or art instructors than the district can, then the teachers and the principal should be free to purchase these services.

This approach to decision making would make it necessary for federal and state governments, school boards, and superintendents to reduce the number of rules now on the books that constrain the kinds of decisions just described. That is an enormous job. And it is essential.

Ideas in Controversy

The report has already stirred controversy. Among the first to react has been AASA Executive Director Richard Miller, who said, "Many of the recommendations contained in the report will be controversial, costly, and politically difficult. While the report calls for a shifting of a number of key decisions to the classroom teacher, the school district must continue to offer equal opportunity for students in a variety of schools. While the involvement of teachers in decisions that affect education is essential, making sure that involvement takes place requires high quality leadership.

"The suggestion that each school be run by a committee is counter to accepted management theory and practice. Research has confirmed that effective schools have sound, enlightened leaders."

Where Are The Resources for Professional Development?

One of the most attractive aspects of professional work is the way professionals are treated in the workplace. Professionals are presumed to know what they are doing and are paid to exercise their judgment. Schools on the other hand operate as if consultants, school district experts, textbook authors, trainers, and district officials possess more expertise than the teachers in the schools. Bureaucratic management of schools proceeds from the view that teachers lack the talent or motivation to think for themselves. Schools must operate on the principle that the essential resource is already inside the school: determined, intelligent, and capable teachers. Such schools will be characterized by autonomy for the school as a whole and collegial relationships among its faculty—

From *A Nation Prepared: Teachers for the 21st Century,*

—Report of the Task Force on Teaching as a Profession, Carnegie Forum on Education and the Economy.

Note: The Carnegie Forum is a program of the Carnegie Corporation, New York, N. Y. Copies of the report may be ordered for $9.95 each (discounts for multiple copies) from The Carnegie Forum, P. 0. Box 157, Hyattsville, MD 20781.

Three Tiers of Teachers

each with a different function

The education of teachers need not aim at bringing all teachers to an equal level of competence. There is a view, now widely discussed, that preservice and inservice education of teachers should aim for differentiation, that, in fact, a differentiated teaching staff is a highly desirable goal for American education.

This view has been detailed in *Tomorrow's Teachers*, a report by nine college of education deans and professors known as the Holmes Group. The writers worked with close to 100 of their colleagues, located in all parts of the country, in formulating new proposals for the education of elementary and secondary school teachers.

The core of the proposals is that America's school districts need a differentiated professional teaching force. It would consist of three tiers:

- **Career professional teachers,** capable of exercising authority at both the classroom level and school building level. Such teachers would prepare themselves for the highest license in teaching (should such a license be created by the state). These individuals would be chosen because of outstanding teaching achievement, because they have earned doctorates either in an academic subject or educational specialty, and because they show promise as instructional managers and analysts of teaching.
- **Professional teachers,** capable of demonstrating knowledge of subject matter and skill in teaching. A master's degree in teaching would be a basic for the professional teachers. Their preparation and continuing education would include large doses of subject matter ("because teaching cannot be content-free"); knowledge of pedagogy and human learning, and extensive practical experience in the classroom.
- **Instructors,** who would practice under the supervision of Career Professional Teachers. Instructors would be assigned classes only in subjects they know well. They would be required to pass tests of their reading and writing abilities and their competence to work with and control students.

"America's school districts need a differentiated professional teaching force."

The Holmes Group of College Deans claim much for differentiating the teaching career, arguing it would (a) make it possible for districts "to challenge and reward commitment", (b) "counterbalance the defection of talented teachers into administration," and (d) respond to the fluctuations of teacher supply and demand. The deans explain this last point this way:

"To meet past teacher shortages, standards were lowered across the board and individuals with spurious preparation were able to achieve full professional status as teachers. The concept of differentiated staffing would permit responsible expansion and contraction of a pool of teachers, while protecting the integrity of the professional teaching force. A hierarchy of levels (of teachers) . . . would make it possible to adjust to spot shortages in specific fields, or even more generalized shortages, by adding, subtracting or shifting personnel in a fashion more rational than is customary today. . . ."

Note: *Tomorrow's Teachers: A Report of the Holmes Group,* is focused primarily on preservice education, with some portions having direct implications for inservice education as well. Copies of the report may be ordered from Holmes Group, Inc., 501 Erickson Hall, East Lansing, MI 48824-1034. Single copy, $6.50.

CHAPTER 4

RESEARCH SAYS

Staff Development Pays Off

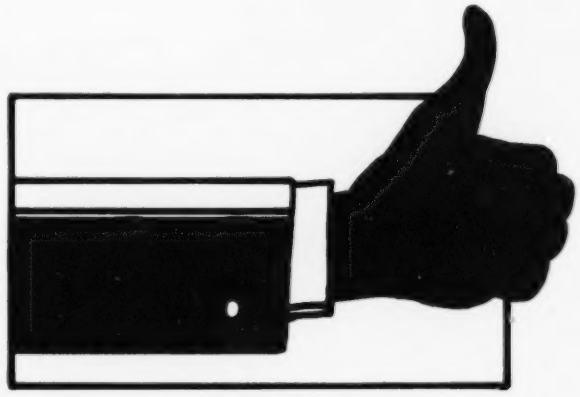
Studies show that inservice education raises teacher efficiency—Evidence from business and industry: corporations believe in inservice education—Personal growth ties in with professional growth

Staff development helps create better schools. And here is one piece of hard (and significant) evidence to support this point. Writing in *Hard Gains in the Soft Sciences: The Case for Pedagogy*, researcher N. L. Gage says: "Teachers taught to use Bloom's mastery approach, for example, brought about better achievement test scores in 75 to 80 percent of the studies in which the mastery approach was compared to conventional teaching." He continues, "The point is that consistent and substantial differences in achievement and attitude have been found through research on teaching."

What Gage is saying is that by training teachers in effective classroom methods, schools can count on those teachers to have a greater impact on their students. "For example," he says, "33 third-grade teachers in two school districts were randomly assigned, within each district, to a control group and to a training group. Teachers in the training group received intensive instruction designed to improve their methodology. After only one month, the investigators concluded, through observation and testing, that teachers in the training group had raised their efficiency and productivity. The irrefutable evidence for this conclusion was that the classes of the trained teachers had (significantly) higher achievement scores and had improved their attitudes toward learning."

Gage observes that it wasn't "revolutionary overthrow" of the way schools are run or administered that brought about the change. It was simply the "relatively straightforward and rational attempts to get more teachers to do what effective teachers many times have been observed to be doing." Gage concludes: What remains to be done in the classroom management domain is to introduce more research-based teaching practices in preservice and inservice programs.

That inservice training pays off is shown also by



the following random sampling of research and action-research:

• Paul Vogel, director of the field service unit at Michigan State University, created the I-CAN program for local public schools. His aim was to train teachers in ways to create individualized learning for handicapped students. The training included formal instruction as well as followup assistance for teachers. Result: Students taught by teachers who had received instruction in Vogel's I-CAN methods made significant gains in achievement.

For more information: Paul Vogel, Department of Physical Education and Recreation, 134 Intramural Circle, Michigan State University, East Lansing, MI 48824.

• The Synergy project, developed by Keith Beery of the Institute for Independent Research, studied the effect of inservice training of school principals. The research design called for a partnership by principals, students, parents, and

teachers. Those in the partnership shared responsibility for promoting and monitoring student progress. The hypothesis behind the research was that individuals involved in a student's education will "buy into" the process and will keep the pressure on to ensure that education remains a primary goal. Results showed that the involvement of principals (along with others) in the school life of students helped bring about improved achievement, higher scores on tests, as well as increased student self-esteem, respect for others, and a sense of school work as a serious occupation.

For more information about the Synergy program: Keith Berry, Institute for Independent Research, 2830 Heatherstone Drive, San Rafael, CA 94903.

• The training of classroom teachers in principles of measurement, behavior analysis, and instructional design has had a positive impact on test scores of students in Vermont. Recently the Department of Special Services at the University of Vermont trained a number of K-8 teachers in ways to work with mildly handicapped students. Teachers worked with consultants in classrooms and learned new instructional skills.

One result: Raw scores on the Stanford Achievement Tests in reading and math for students whose teachers had received special training improved significantly. What's more, three years later these students retained their initial gain in achievement.

For more information: Martha Knight, University of Vermont, College of Education, Waterman Building, Burlington, VT 05405

From *Staff Development: Organizational Development*, by the Association for Supervision and Curriculum Development (ASCD), comes this conclusion: "Teachers who received inservice training were more adaptive in their teaching style, more flexible and tolerant. Also, these teachers were more responsive to individual differences and employed a variety of teaching models, such as lectures, small group discussions, inquiry, role playing. They were more empathic; they could accurately read and respond to the emotions of students. They were rated as effective teachers."

What this research points out is that school staff members can and do improve their performance as a result of inservice training. The training pays off. For, as teachers or principals learn new skills on the job, they become more effective in their roles.

As education seeks to reform and renew itself, staff development will be an essential element of that effort.

Business and Inservice Training

That inservice training pays off is shown also by what may be called "empirical evidence" from business and industry. American corporations spend billions each year on the assumption that inservice training for their employees is essential for bottom-line profitability.

According to the *Washington Post*, the total corporate investment in company and business education amounts to $40 billion each year and involves eight million employees. This money is spent on programs ranging from $300 million spent on remedial reading for workers to corporation in-house Ph.D. programs.

Business Week magazine says that inservice education "is one of the fastest-growing activities in the business world today—the mass movement of managers back to the classroom."

Harold Hodgkinson, who speaks with authority on the subject, suggests the figures are even higher. He says that in 1981 the value of on-the-job training in industry was coming close "to the net worth of the 3,500 (U.S.) colleges and universities whose total investment is about $55 billion." And the Center for Public Resources reports that $60 billion per year might be "what business spends annually on in-house and company-sponsored education."

American Telephone and Telegraph Co.—before divestiture—spent nearly $1.7 billion in 1980 on employee training. According to the Carnegie Foundation's recent report, "Corporate Classrooms," in the past five years the giant company is thought to have doubled its spending on inservice education.

In general, it's not the struggling companies, the financially weak sisters, that spend money for their employees' inservice education. An analysis of the companies cited in the best-selling books *In Search of Excellence* and *The 100 Best Companies To Work for in America* shows that 97 percent of the firms cited have in-house management development programs, 96 percent pay for courses taken by employees, and 40 percent give employees time off for time spent on education.

Corporate executives offer several reasons for spending large sums on inservice education for employees. This reasoning can be applied to the operation of public schools.

"Today's managers must be integrators," says Andrew McCulloch, associate director of the executive education program at Columbia University. "They must bring together a variety of viewpoints to get the best possible decisions."

The reason many managers in the private sector are enrolling in inservice education after their own successful early careers can be traced to their need for widening their scope and vision. Many managers enrolled in inservice education, says Harvard's George Wiltsee, have been working hard for 10 to 20 years "and this is probably the first time they've gotten away to step back and think about their own strengths and weaknesses."

In private enterprise, corporate executive training may last for months, or a few days. But the same question is asked as in school inservice education: Does it work?

Lawrence Winters, of Dunn & Bradstreet's Business Education Services, says it does, but much depends on the nature of the company. "It's not a cure-all, but inservice does start creating some behavioral changes. The first impact is on awareness—if you never reach the level of awareness, you'll never change your behavior.

"If the job environment to which an industrial manager goes back is a nurturing environment that allows the person to change his behavior and nurture that change, changes will happen."

The Carnegie Foundation's report maintains that one area that schools and the best of U.S. corporations share is a concern for the development of individuals. As the Carnegie report says, "A common corporate philosophy for inservice is to promote personal fulfillment along with professional development; it recognizes the faint, almost imperceptible line that separates personal growth from professional development."

The Carnegie report shows that far from being hardhearted and pragmatic to the exclusion of all but bottom-line concerns, many American businesses are successes because they have invested in elaborate and comprehensive inservice education programs.

CHAPTER 5

POLICY/AUTHORITY

Putting School Boards Behind Staff Development

Needs assessment: a convincing argument for boards—Tips for conducting needs assessment—Updating a board policy on staff development—Elements to consider when writing or rewriting a staff development policy

If you are about to start a staff development program—or to enlarge one that already exists—you would do well to think first about your board of education and how it can help.

Generating School Board Support

Your board is the source of two ingredients that will enhance staff development—money and policy expressing understanding and backing for staff development. You will get these ingredients only as you educate the board on the importance of a staff development program.

Like most political bodies, school boards don't like surprises. They like to feel that they have a grasp on any effort that may involve change and cost money. Unprepared school board members—those who are not informed that staff development is part of today's drive toward excellence—are likely to peer over their glasses and ask those proposing changes and increases in the budget: "Don't we have a perfectly adequate staff development program now?" How you answer that question may determine your board's attitude—and support—for staff development.

School boards are all too familiar with the traditional approaches to inservice education, and some members might question the need for more money or increased release-time for teachers or administrators—unless they see new need, new rationale, new payoffs. So before you go to the board with a request for a new or expanded program, you'd best get your facts, figures, arguments, concepts, and justifications all in order.

These should spell out clearly why a new approach to staff development is needed and how it will be accomplished.

One midwestern school superintendent explained how he broached the need for a major staff development program to his board: "I told my school board that I had a fine staff, but they weren't good enough for the rigorous program for excellence that we were planning for the schools. And I pointed out that, over the years, staff members had received training in perhaps 35 or 40 different institutions. We needed a central focus for our education program and a unified plan to carry it out. What's more, we required funding and full board support. With the as-

surance that we were pushing for excellence, I got the board to adopt a formal policy supporting our staff development efforts and a promise to make this a priority for school system funding."

But speaking louder than words to a school board may be a district's assessment of teacher needs for inservice education. Many superintendents, in fact, look to needs assessment and its results as a first step in generating board support for staff development. Certainly, there is something about that experience that touches every teacher in the school district—but above all it can have a powerful, positive effect on school boards when the question of staff development is under consideration.

The Survey

The committee that is appointed to look into school system training needs will require guidance from the administration. According to the American Society for Training and Development (ASTD), organizations often lose time, effort, and funds on unsuccessful needs studies. ASTD says that planners of needs assessments can save time and money—and conduct more accurate surveys—if they work out answers to these questions:

- What are the objectives of the needs analysis?
- What are the expected outcomes of the needs analysis?
- What assessment instruments (questionnaires, surveys, tests), interviews, and opinion polls will be most appropriate? Who will administer the surveys—in-house staff members or consultants?
- Will there be a confidentiality policy for handling information?

Guided by the answers to such questions, a needs assessment committee can proceed with confidence. Surveys don't have to be long involved affairs. In the New Lexington, Ohio, schools, teachers are asked to fill out a brief form entitled, "What Every Teacher Has a Right to Ask of Its Inservice Program." Among the questions:

1. When you think about teaching your class tomorrow, what is the one most pressing concern or anxiety *you* have about doing the very best job you can?
2. What areas of instruction or teaching techniques would you like to become more familiar with? Rate these according to your own interests, from 1 to 5, with 1 being your first choice: Questioning techniques ____; Individualization ____; Problem solving ____; Discipline procedures ____; What you can do for gifted students ____
3. What other major needs or areas of concern would you like your school district to give special attention to through inservice programs? Check as many as you need: Develop human relations skills; Working with the special needs of students ____; Improving reading skills ____; Improving math skills ____; Stress management ____; Developing computer literacy ____
4. How would *you* prefer to learn new skills or improve rusty ones? Check three of greatest appeal to you. Seminars or workshops, large groups; Seminars or workshops, small groups ____; Independent studies ____; Film/video viewing ____; Group lectures ____; Visits to other schools ____; Working with or observing teachers in your own district ____
5. Do you believe that personal-motivational speakers are an important part of inservice? Please explain why.
6. What is your opinion of inservice education?

For teachers and staff, the needs assessment experience, and its results, provide motivation for self-improvement. For the administration, they provide direction for shaping staff development activities. And for the board, they provide that body of information that may help the board see the need for greater involvement for staff development.

Needs Assessment for Staff Development

Depending on the style of management in your school system, finding out the needs of staff can be as simple as asking a few key persons—administrators, teacher leaders, parent group chairmen—for their opinions; or as complex as taking a survey of all staff members, parents, and students. For many, something in between might be more practical.

Consider appointing a needs assessment committee that includes teachers, support personnel, principals, key central office personnel, and representatives from parent groups and district advisory committees. This committee should be small enough to be manageable, but large enough to represent a wide range of opinion. Teachers, in particular, want to feel their opinions are given weight. In fact, education research specialists Harry Huttson and James Siantz point out that "inservice is a power issue for teachers." The needs assessment on which staff development

plans are to be made may become part of that power issue. Therefore, the researchers point out, "The more a staff is involved in planning the events and procedures for needs assessment, the more likely it will want to carry on self-improvement throughout the year."

Toward School Board Policy

With the results of needs assessment before them, board members can now move more confi-

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A Checklist: Writing a Policy On Staff Development

In the left-hand column are suggested elements that set up a skeletal outline for a policy on staff development. In the adjoining column is a list of possible choices for each element. You can use the elements and checklist to draft a staff development policy for your board—or use them for discussion of choices that will work best in your school system. You may check a number of choices for each element; however, if you check all choices under some of the elements you may make conflicting decisions in items 6, 7, 8, and 9.

POLICY ELEMENTS	POSSIBLE CHOICES
1. The Board's responsibility for staff development	☐ To authorize program ☐ To provide staff to carry it out ☐ To provide materials and resources ☐ To provide financial support ☐ To examine and approve plan ☐ To provide special recognition, cash awards, stipends, other incentives for professional growth ☐ Other: _____
2. Purpose and goals	☐ To improve instruction ☐ To raise student achievement ☐ To help staff develop skills needed to meet district goals ☐ To orient new staff members to school and district ☐ To help staff implement new curriculum and instructional techniques ☐ To help staff improve classroom management ☐ To help ineffective employees ☐ Other: _____
3. Who is served	☐ Instructional staff ☐ Administrators ☐ Support staff
4. Types of programs authorized	☐ District level ☐ Building level ☐ Grade level ☐ Subject matter areas ☐ Individualized ☐ Other: _____

dently toward an updated policy statement on staff development.

For, without doubt, the most valuable ingredient you can have in developing a staff development program is a written school board policy underscoring the value of continuing education of all personnel and listing the board's expectations from staff development programs. The Connecticut State Department of Education offers a sample policy worth noting:

Developing Your Own Policy

As you develop your own district policy on staff development, consider the inclusion of the components shown in the checklist on these pages.

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5. Types of activities possible

- ☐ District-sponsored instruction and training seminars, workshops, lectures, course, etc.
- ☐ Courses offered by colleges and universities, business and industry
- ☐ Projects involving curriculum revision, curriculum guides, textbook selection
- ☐ Sabbaticals, exchange teaching, visitations, travel
- ☐ Participation in professional organizations
- ☐ Other: _____

6. Assignment of responsibility

- ☐ To superintendent
- ☐ To staff development coordinator/director
- ☐ To staff development committee
- ☐ Primary responsibility to teachers
- ☐ Responsibility shared by teachers and administrators
- ☐ Other: _____

7. Nature of participation

- ☐ All participation voluntary
- ☐ Most voluntary, some required
- ☐ Each employee must plan with supervisor for professional growth
- ☐ Participation required for installation of new curriculum, programs, approaches
- ☐ Required for principals and others who evaluate personnel
- ☐ Required if scheduled on school time; otherwise voluntary
- ☐ Other: _____

8. Financial support

- ☐ Annual budget allotment
- ☐ Sufficient funds for materials, resources, outside speakers, salary for staff development coordinator
- ☐ Funds to pay substitutes to provide release time for teachers
- ☐ Sums allotted each building for its staff development program
- ☐ Other: _____

9. Evaluation

- ☐ To be evaluated annually, reported to board
- ☐ By outside specialists
- ☐ By district personnel
- ☐ Other: _____

Many other policies in your board policy manual will relate in part to staff development, such as those dealing with evaluation of staff, recognition for accomplishment, sabbaticals, staff visitations and conferences, teacher incentives, career ladders, tuition refunds, professional research, publishing, etc.

Details for implementing all policies are, of course, developed by the administration and are included in the district's regulations.

A Policy Statement on Professional Development for Possible Adoption by a Board of Education

The cornerstone of quality education is what happens between the educator and the student. Major changes are taking place that deeply affect this educational process. Students are changing. Technology is changing. Society as a whole is changing—demanding new skills from young people as they leave school.

As the world changes around us, curriculum and instructional methods cannot remain the same. Many of the skills and much of the knowledge educators learned in their training are no longer adequate for helping students to succeed in the world they will enter upon graduation.

These and many other demands make it absolutely essential that the district provide adequate resources for a continuing program of professional development for its educators.

It is not feasible for school personnel to geared to its students' individual needs. The district must respond to state and federal mandates that often necessitate preparing the entire staff to reach compliance with the law.

The community is charging its schools with providing more and more kinds of programs. (Name of School District) expects that the curriculum and instruction will be keep up with the complexity and quickening change of pace only through professional reading and occasional refresher courses. These avenues of professional development need to be enlarged significantly with resources from the school district.

To assist district educators in maintaining and improving their effectiveness with students amid today's rapid changes and growing demands, the Board of Education will:

(1) Provide for a planned, ongoing professional development program for all staff, including providing the necessary funds and time for planning and implementation.

(2) Direct the superintendent to establish a planning committee composed of representatives from the Board of Education, the administration, teachers, and other appropriate staff. The committee shall be responsible to the superintendent for—(a) assessing immediate and long-term needs at three levels: district, building, and individual; (b) planning, developing, and evaluating programs designed to meet assessed needs.

(3) Direct the superintendent to report annually to the Board of Education on the professional development program and its effect, with recommendations for changes as needed.

CHAPTER 6

PRINCIPALS IN ACTION

Shedding Old Roles for New

How principals learn with teachers to help teachers—What a principal does to upgrade own functions for staff development—How principals upgrade teacher performance—A short, short course in clinical supervision—Growth of principals' academies

What is most likely to underpin the success of a district's staff development program?

Is it the variety and richness of inservice offerings to teachers?

Is it the skill with which inservice seminars and workshops are organized and conducted?

Is it the fame and fire of lecturers and teacher trainers coming into the district?

All of the above may bring a great deal or only a modicum of success in staff development. It is the principal who tips the scale toward an effective staff development program. The research and expert opinion recorded during the past decade support this conclusion. But if this is to happen, superintendents and central office staffs must help principals see their crucial roles vis a vis the instructional staff, and help them shed old ways for new.

The principal as adversary to teachers . . . as critic . . . as judge with power to punish—these are among the old roles (still to be found in some schools) that impede and damage efforts toward staff self-improvement.

The principal as taskmaster . . . as exhorter . . . as pepper-upper—these are not much better in leading teachers toward professional growth.

And innocuous is the function of the principal who is a bystander, as if saying: "Here are the inservice programs, let the teachers come and get them."

Principals who are bystanders or demanding critics do not contribute much to the staff development process of teachers. Their contributions can be significant, however, when principals step into the roles of—

1. **Learners**—seeking opportunities to update their skills of supervision; their knowledge of how teaching and learning take place and their understanding of curriculum trends and subject-matter development.
2. **Partners with teachers**—seeking opportunities to work with faculty for their professional growth.

"Only principals who educate themselves can hope to educate teachers," one superintendent said in an interview.

From some 22 studies analyzed for this report comes this list of actions for principals who would play a positive role in staff development in the school building and in the district:

To upgrade their own functions of principalship, principals—(1) Attend seminars and workshops, on schoolsite and off schoolsite, to master the art of clinical supervision; (2) Participate in local, state and national conferences and

conventions; (3) Read at least one new book on their craft and at least a dozen articles in professional journals a year; (4) Constantly study, through all possible means (including the three listed above), the elements and process of effective instruction; the arts of teacher evaluation; and formulate strategies for initiating and directing staff development programs at the building level, as well for the entire district.

To upgrade functions of teachers, the principals—(1) Place themselves in partnership with teachers to work for improved instruction; (2) Collaborate with teachers in identifying the classroom problems that call for exploration through inservice programs; (3) Gear principal-teacher conferences away from fault-finding and toward problem-solving procedures; (4) Encourage self-improvement for teachers by directing their attention to formal and informal staff development opportunities; (5) Attend, as time allows, inservice training sessions, as partners-in-learning with teachers; (6) Allow teachers freedom in the classroom to practice new techniques that they learned during inservice activities; (7) Do away, "for all time," with the notion that there are required ways to teach, and "that the principal knows what they are"; (8) Solicit teachers' ideas in planning short-range and long-range staff development programs; (9) Conduct faculty meetings in such a way that the sessions are, at least in part, learning and self-improvement opportunities for teachers; (10) Promote among teachers feelings of professional pride, enhanced self-image, and feelings of self-efficacy.

If principals are to perform even a selected few of these functions, superintendents and the central office must help. And there are at least two ways to do so:

- The district must provide inservice training opportunities for principals on problems of first concern to the principalship, not only through seminars and workshops, but also through conferences and interviews with consultants.
- The district must seek to lessen the monitoring and maintenance workloads of principals—reducing paperwork and trivia duties, for example—and increase opportunities for instructional leadership of principals.

Illustrations of how principals are involved, in self-improvement to promote staff development include:

Flowing Wells, Arizona

Inservice training for principals is based, in part, on the concept that it's useful for principals to understand new techniques, but it is also important that principals know how to help teachers use those techniques. This means that principals receive training with a focus on management of change rather than in the teaching methodologies themselves.

Using the resources of a staff development specialist from Long Beach, California, Flowing Wells set up workshops for all principals (central office personnel also attending) which ran for as long as five days on some occasions. The long-range objective was to improve teaching in the district. The immediate aim was to familiarize principals with the elements of instruction, so they could help teachers apply them in the classroom. Familiarity with instructional elements also served the principals well in evaluating teachers, hiring new teachers, and setting up additional inservice training opportunities for teachers.

Anne Arundel County, Maryland

An effort known as Instructional Leadership Project, funded by the Maryland Department of Education, used a design for training principals that included the following:

- Holding full-day workshops to develop leadership skills of principals.
- Holding individual conferences with principals to show how to work with teachers and transmit information that will take root in the classroom.
- Planning goal-setting sessions for principals. This training shows principals how to turn general goals into individual projects that can be put into practice in schools.
- Holding principal seminars. These meetings are designed to show principals how to turn their individual projects into programs that teachers and school staff will accept.

Among the aims of the Instructional Leadership Project were two: (1) Teaching principals strategies for getting their staffs to "buy into" inservice programs; and (2) helping "get principals out of their offices and administrative detail" and into spending more time on curriculum, instruction, and teacher improvement.

New Mexico

The State Department of Education recently launched a wide-ranging effort to encourage principals to take their role as instructional leaders "as seriously as possible."

In 1983, the state agreed on a list of competen-

cies needed by principals and an evaluation system to assess a principal's ability to demonstrate those skills. Among the required competencies were ability to contribute positively to district staff development programs, to evaluate teachers, and exercise effective supervision.

The state spells out six essential competencies that must be demonstrated by all school principals. Every school system then must file plans with the state board of education showing, among other things, the kind of staff development training for school principals that will help them:

1. Plan and develop curriculum and instructional goals for the school staff and students.
2. Monitor and advance school programs toward goals established by the state and local school board.
3. Use skills in supervision, staff development, and performance evaluation to improve teaching in the school.
4. Manage school resources effectively—including time and skills of teachers; finance; and school facilities.
5. Establish and maintain a school environment that is conducive to learning.
6. Communicate with staff, parents, and students accurately and effectively.

The New Mexico state education department has placed responsibility for this program on district officials as well as on the individual principal, using these words: "Assistance must be provided to the principals [by the school system]. However, the principal must also take the initiative to seek out resources and useful materials [for self-education], according to state department guidelines. The aim is to see that the training of principals is tied into the goals of the individual schools and school system and to meet the specific needs of the principals.

Clinical Supervision—Short, Short Course

So varied are the new tasks principals are asked to take on for the cause of staff development that no one label quite covers them. School officials use different terms, the AASA survey shows, including classroom observational techniques, microteaching, counseling supervision, peer supervision, teaching analysis, and team supervision. Most frequently used is clinical supervision, a term so well established that efforts to displace it, say, with collegial supervision are not making progress.

"I much prefer collegial supervision," says Dr. A. Peter Mattaliano, training consultant associated with the University of Massachusetts and the Boston public schools. "Collegiality is at the heart of the process between principal and teacher, if staff development is to occur."

But the movement was officially launched by the seminal work of Morris I. Cogan under the title *Clinical Supervision*, published by Houghton Mifflin in 1971. The literature ever since has reinforced that label. Cogan's book remains the classic work, is still in print, and is still required reading for anyone aspiring to use what has been called "the most potent instrument for teacher improvement."

First rule for principals in using this instrument is to keep separate and apart (1) evaluation and (2) clinical supervision.

"Evaluation means judging. Clinical supervision means helping," says Mattaliano. "Evaluation is what a principal *has to do* as part of his job. Clinical supervision is what a principal *should do* as part of his professional responsibility to raise the levels of teaching."

What every principal should know and practice about clinical supervision is continually being explored in new books, articles, video and audiocassettes, and at professional meetings of principals and supervisors.

Foremost is the fact that principals must shed their old ways of supervision. Here is the traditional approach, as described for us by Barbara N. Pavan, a close observer of the principalship.

"The principal comes into the classroom, usually unannounced, and stays for less than a complete lesson, usually about ten minutes, and then completes a rating sheet. If a conference is held after this visit, the teacher is told what things were good, and what things needed to be changed, then the teacher is given a compliment and sent away. . . . "

Clinical supervision is a sharply different process. It includes:

1. A pre-observation or planning conference between teacher and principal. Here is the opportunity to establish a friendly, nonthreatening relationship. Here the teacher learns when the principal will visit the classroom, how long the visit will last, what the observer will look for, and the cardinal aspect of clinical supervision is well established—it is to help the teacher.
2. Next comes the principal's visit to the classroom to observe instruction. No perfunctory rating sheet is involved here. The principal looks, listens, and gathers as much data as possible. Data collection, by the way, is one of the skills that most principals need help with—and the superintendent should determine how that help is to be delivered to the principal.

3. Finally comes the post-observation, or the feedback conference. Free and easy is the interchange of views, ideas, and suggestions at this meeting. The principal doesn't pick at little flaws. The principal ignores minor flaws. "So what if the teacher doesn't have a sense of humor," says one expert in clinical supervision, "this is no cause for a castigating lecture." In the post-observation conference, the principal is concerned with the larger questions of teaching and learning.

These larger questions are: (1) Has the teacher selected properly the topic to be taught for the particular class? (2) Is the teacher teaching toward a specific and relevant objective? (3) Is the teacher able to monitor and adjust the instructional process so that all students are involved? (4) Is the teacher using the principles of learning?

Again, many principals need help with conducting the post-observation conference. How that help is to be delivered—whether at workshops for principals or through consultants coming into the school systems—is the superintendent's responsibility.

Clinical supervision is probably not a subject for self-instruction. But the central office can see to it that essential resources are at hand in the professional library. Include among them—

Periodicals: *Educational Leadership,* published by the Association for Supervision and Curriculum Development. . . . *NAASP Bulletin* published by the National Association of Secondary School Principals. . . . *Principal,* published by the National Association of Elementary School Principals.

Books: Three basic books spell out the art of clinical supervision:

- Acheson, Keith A., and Gall, Meredith Damien. *Techniques in the Clinical Supervision of Teachers.* New York: Longman, 1980.
- Goldhammer, Robert; Anderson, Robert H.; and Krajewski, Robert J. *Clinical Supervision: Special Methods for the Supervision of Teachers,* 2nd ed. New York: Holt, Rinehart and Winston, 1980.
- Sullivan, Cheryl Granade. *Clinical Supervision: A State of the Art Review.* Alexandria, Va.: Association for Supervision and Curriculum Development, 1980.

Audiovisual resources: Available from ASCD, 125 N. West Street, Alexandria, VA 22314. Check with the association for latest prices on the following:

- "On Teaching and Supervising"—an audiocassette featuring a conversation between Madeline C. Hunter and Ron Brandt.
- "The Supervisory Process: Helping Teachers to Improve Instruction"—a videotape, showing a teacher and supervisor simulating the stages of clinical supervision.
- "School Improvement Through Staff Development"—videotape, featuring Dennis Sparks, executive secretary of the National Staff Development Council, Dearborn, Mich. Available for purchase, rental and preview (for two days).

Principals' academies are expected to spread. Chris Pipho, of the Education Commission of the States, predicts that professional associations, state associations for elementary and secondary principals, and state and regional educational organizations will "be creating different versions of the principals' academy." He does not see much involvement on the part of colleges and universities, because "these institutions are no longer the sole source of renewal for administrators."

On this point, Dale Mann, Teachers College, Columbia, agrees with Pipho. Says Mann: "Universities have been noticeably absent from the efforts [to create academies for principals]. These new academies have not only bypassed universities, they have begun to compete with them. . . ."

But Harvard, for one, is not buying that. Its Graduate School of Education is busy creating "manifold programs for training principals."

Note: Two sources of information about principals academies are (1) *Management Training for School Leaders: The Academy Concept,* by Arlene H. Patterson. This is a "Fastback" published by Phi Delta Kappa, Bloomington, Indiana; and (2) "Clearinghouse Notes," a 1985 report describing state-mandated principals academies, published by the Education Commission of the States, Denver, Colorado.

To promote clinical supervision

If your district would like to see greater involvement of principals in clinical supervision, you may need a board policy to promote this aim. Below is the text of such a policy widely used in California.

The board desires all principals to improve their clinical supervision skills. District administrators will work with principals in planning a program directed toward this goal.

The funds allocated for the program will not be used for earning degrees or credentials. The activities supported must help develop leadership to:

1. Improve instructional, management, human development, or counseling skills.

2. Ensure that curricula, instruction, and materials are keyed to the educational needs of each pupil.

3. Facilitate collaboration among the school staff and among the staff and school community in planning, implementing, and evaluating the school program.

4. Improve the school and classroom environment, including relationships between and among pupils, school personnel, and community leaders, including parents.

5. Assist participating administrators to use newly acquired skills on the job.

An Academy For Principals

The principals' academy is emerging as one institution that may significantly advance the principal's role as educational leader. The idea came from the American Management Association, AASA's National Academy for School Executives, and other national groups that have included middle management among enrollees in their training seminars. The Pennsylvania state education agency made the pioneering move (1973) by starting the Pennsylvania Executive Academy as part of its bureau of school improvement.

By 1979, academies for principals were operating at the state level in North Carolina, Maryland, South Carolina, and Florida. Then the movement took a spurt, and by 1986 some 32 states reported their existence, according to a count made by the Education Commission of the States (ECS), in Denver. Some academies are sponsored by state department agencies; some by the office of the state governor; some are mandated by state law.

In Tennessee, Governor Lamar Alexander insisted that the Tennessee Principals' Academy is to be modeled after management programs run by business. Florida's academy is guided by a council appointed by the governor. The Principals' Institute in Arizona was created by the state legislature and received $40,000 in state funds to begin operations. During its first year (1984), the Arizona Institute and its 150 enrollees proved their mettle. According to one report: "We started at seven each morning and ended at ten each evening for ten days of intensive training. We worked with experts from industry and management, but the most helpful aspects were the contributions made by principals in Arizona who had already developed successful management practices."

School Improvement Means People Improvement

The only way we're going to get from where we are to where we want to be is through staff development. . . .

When you talk about school improvement, you're talking about people improvement. That's the only way to improve schools unless you mean painting the buildings and fixing the floors. But that's not the school, that's the shell. The school is the people, so when we talk about excellence or improvement or progress, we're really focusing on the people who make up the building.

School improvement is people improvement . . . It means providing the time and the resources for people to better understand what they are trying to accomplish, to have a sense of direction, and a feeling that in the end what they will do will be recognized, rewarded, and be significant. That's all institutional renewal is all about . . . I worry that, in this big push for school improvement, we'll forget that it is nothing more or less than trying to be supportive of the people who do the work.

—Ernest Boyer, president, Carnegie Foundation for the Advancement of Teaching.

CHAPTER 7

SAMPLER OF PROGRAMS

School Districts Report Their Experiences

From East, West, North, South: case studies of success—Workshops by and for employees—Staff development coordinators at work— Academies and quality circles, ITIP and TESA—How principals train teachers to train teachers—Ways to promote staff development

Fort Campbell, Kentucky

Five elements that underpin successful staff development —a firsthand report

From aerobics to bus driver training, from cooking to landscaping, from teaching to administrative theory, the staff development program in the Fort Campbell, Kentucky, school district is based on the notion that all employees are competent, conscientious, and willing to improve their performances.

The program was created in the mid-1970s, after principals, administrators, and the superintendent met to discuss ways to upgrade staff performance. Our first step was to develop goals. Over several months, the leadership team met and spelled out our district's objectives:

- To assess regularly employees' training needs
- To improve instruction through continuous training of staff
- To design and conduct educational research for the school system
- To help develop school district curriculum.

Setting the goals and gaining staff commitment were relatively easy; the hard part was finding ways to put these goals into practice. The administrative team decided it was necessary to put at least five elements in place before our goals could be realized.

1. School Board Support. We presented our plans to the school board, which responded with both a strong policy statement *and* financial commitment for staff development. The board now provides a yearly budget that includes fees for presenters, salaries for substitute teachers, money for materials and equipment, as well as secretarial and administrative services.

2. Administrative Support. Within a short time, principals and supervisors became enthusiastic about the program. They accepted the challenge of encouraging teachers to attend workshops and to take part in guiding their own professional growth. Administrators now take responsibility for preparing and conducting two seminars a year, and school principals are in charge of finding and scheduling substitute teachers.

3. Ongoing Needs Assessment. A needs assessment for each employee is conducted each

year. The results serve as criteria to select topics for staff development programs.

4. Teacher Support. Teachers are encouraged to provide ideas and identify needs for staff development. Teachers are not only encouraged to attend inservice sessions, but are asked to share their skills and knowledge by conducting many of the workshops.

5. Quality Seminars and Workshops. realized that the benefits of a staff development program can easily be negated by sloppy preparation or presentation. So we ask presenters to use audiovisual aids and handout materials whenever possible. And we ask them to make the presentations interesting and helpful—designed to improve practice in the classroom and throughout the school system.

With these five elements in place, the program grew. We now have a staff development center located in a 1,800 square-foot area, equipped with a large-screen television, a videotape recorder, movie projectors, and screens. The center is run by the school system's director of training and personnel. He is a former school principal who understands the needs of staff and administrators.

Since 1971, Fort Campbell schools have conducted more than 1,600 workshops and seminars for teachers, administrators and support staff. Each workshop is based on some aspect of staff need, and is planned *by* employees *for* employees.

Several characteristics help contribute to the success of our program. They are:

- Workshops and seminars are held during regular working hours.
- Teachers, principals, and central office personnel serve as presenters in 80 percent of the staff development activities. The rest are conducted by specialists from local universities or the Kentucky State Department of Education.
- We provide intensive orientation and formal training for all first-year teachers, and make it clear that such training will become part of their employment as long as they are in the school system.

A team of 14 teachers from our seven schools helps plan and monitor the activities to make sure all services are delivered as promised.

Employees can be involved in staff development in several ways. An individual can serve as a building needs committee member, a systemwide committee member, a workshop planner, a workshop participant, or as a presenter.

The staff development year begins before the school year with a four-day conference for teachers. During that time, more than 100 workshops are offered. Topics are generated by the annual needs assessment and from the requests made by school staffs. These workshops may be two, four, or seven hours in length.

A second activity involves four separate one-half day conferences. These take place at regular intervals during the school year. During these days, students are released from school at noon so that teachers can participate in the workshops for the remainder of the day.

The third staff development component includes weekly workshops and seminars scheduled throughout the year. These workshops last three to seven hours. Substitutes are provided for teachers taking part. Attendance is voluntary, but 98 percent attend one or more workshops during the year.

All of this is accomplished on less than one-half of one percent of the total school system budget. This figure includes administrative as well as program expenses and works out to an average of $10.23 for each student enrolled.

Does our staff development work? We think so. Evaluation takes place at the end of each workshop. Evaluation results are shared with the presenters, superintendent, and school board. Periodically, an expanded survey is conducted to evaluate staff development results, and occasionally participants are randomly selected for interviews to learn what needs improvement.

The benefits are obvious. Morale of staff and faculty is high, there is an increased trust level between administrators and teachers, and our teachers have mastered a wide range of complex skills. What's best, however, is the recognition by all personnel that the school system is interested not only in their present performance but their potential for future achievement.

—By Leon Sitter, superintendent, and Ray McMullen, director of staff development and personnel in the Fort Campbell, Ky., Public Schools. For more information, write McMullen at: Taxas at 29th Street, Fort Campbell, KY 42223, or call (502) 439-1927.

Flowing Wells School District, Tucson, Arizona

For renewal and growth, this district took measured steps toward staff development—all successful

For too long, teaching has been viewed as an "art form." According to this line of thinking, you cannot train teachers to teach, because it just

comes naturally—like artistic ability. In the Flowing Wells School District, Tucson, Arizona, we decided that approach to teaching is wrong. It does not treat teachers as professional educators, and it fails to build on the existing rich body of educational research. Consequently, we developed a model for teacher inservice training based on the belief that good performance in the classroom is predictable—that if teachers know what to do, learning in the classroom will occur. Our staff development program has two prongs: (1) Teachers learn the Madeline Hunter Model of Effective Instruction; and (2). A teacher/coach follows up in the classroom to make sure teachers understand how to implement the model.

Some background: After reviewing the literature and consulting with education experts, we decided Hunter's model fits our philosophy that good teaching can be learned. We caution our teachers that the model is not *the way to teach*, but rather it is a series of ideas about teaching. Central to the model is the concept that teaching is a stream of professional decisions that affects the probability that learning will take place. The model also fits another concept we endorse: Education researcher David Berliner's emphasis on the teacher as an *executive* who is more an organizer of talent than a disseminator of knowledge.

For teachers who argue that you can bring a horse (read: student) to water but you can't make him drink, we respond that we hold teachers responsible for bringing the horse (read: student) to water—and indeed, teachers can "salt the oats." The goal of the Hunter model is to make good teacher performance a predictable outcome every day.

The training

We invited our teachers to participate in a district-sponsored, five-day workshop to learn the Hunter Model of Effective Instruction. The aim was to convey the essential elements of instruction, to enable teachers to identify effective teaching skills, and to help them implement the essential elements of instruction in their classrooms.

Getting teachers to "buy into" the program was a challenge, given the long history of failure in staff development in one school district after another. We started by employing an outside consultant, and we selected—and *paid*—two teachers from each school to participate in a five-day summer workshop with the consultant. In the belief that administration also needs to be visibly committed to the goals of the model, we arranged for administrators to participate in the workshop.

The workshop took place in the summer of 1983. Several months later we evaluated how the model was working in the classrooms. The results were revealing: Teachers who had taken part in the workshop continued to give a positive response to what they had learned and confirmed that they were implementing the elements of instruction in their classrooms.

The next step was to disseminate this information to the entire teaching staff. As it turned out, the initial cadre of teachers was already doing that, each participant discussing the workshop with other teachers. When it was clear that participants had spread the word that the workshop had been valuable to them, we invited the consultant to give an overview of the instructional delivery model to the entire staff.

For renewal and growth

After that presentation (March 1984), we wrote a letter to all our teachers telling them the district would form a Teacher Institute for Renewal and Growth. This institute would offer a five-day training session in the Hunter model. Our plan was to employ a staff development coordinator for the 1984–85 school year and to train approximately 100 of our 225 teachers that year—25 teachers each quarter. We also decided to spread the five days of the workshop over the school year and provide substitutes for teachers who took part. *We invited teachers to apply for the workshop.*

The response to the invitation was remarkable. Of 225 teachers in the district, 170 applied. We immediately decided to extend the program for a second year to train all our teachers. Now, in addition, all teachers new to the district must attend the institute before beginning the school year.

The idea of a voluntary signup cannot be overemphasized. If teachers view this training as another hoop to jump through, or another inservice debacle that they're forced to participate in, their commitment never will be genuine. They must choose to get involved. Also critical to the success of the program, we're convinced, is an outward sign that the district is committed to it. Our teachers learned that we take the program seriously because we budgeted more than $20,000 in substitute teacher salaries. We debated the possible disadvantages of pulling teachers from classrooms for five days and providing substitutes. But we determined that the overall benefit to students and the district as a whole would be greater if we had teachers go through the program on school time .

To demonstrate their continuing commitment,

administrators took part a second time in another five-day summer workshop. We also provided administrators with training in followup techniques of clinical supervision. It's only with such administrative knowledge and nourishment that the program will take root.

The followup

We needed to be sure that teachers transferred what they learned in the training workshop to their classrooms. Were teachers practicing the essential elements of learning in their instruction? We took a suggestion from David Berliner: The concept of *coaching* is powerful. Nothing happens in education until you can get the teacher to specify what he or she is doing and then monitor or help the teacher to look at the effects. Berliner's theory is that we need to develop a cadre of "connoisseurs" of teaching—people who can go into classrooms and help teachers teach.

We assigned our staff development coordinator the coaching task. The coordinator—who first instructs teachers in the workshop—later schedules visits to classrooms to observe teachers in action. Teachers know they need not be masters of the entire instructional delivery package. Rather, they need to demonstrate some skill in some of the elements. During classroom visits the coordinator acts as a *coach*—not evaluator. She does not report to the principal or central office a rating of the teacher's performance.

Choosing the right person as staff development coordinator and coach is crucial. We selected a member of our teaching staff who had high credibility as a teacher, is well organized, and recognized as an excellent instructor. She went through extensive training by a consultant. This extra investment, we believe, is well worth it—not only for the credibility it affords the program, but for the savings it garners in fewer outside speakers to conduct teacher inservice training.

So successful has this model of staff development proven that we're seeing its effects flow into related areas. For one thing, it has prompted us to develop a career ladder proposal, which is being considered for funding by our state legislature. If the legislature adopts this proposal, the Institute for Teacher Renewal and Growth will expand and become a pivotal component of teachers' overall career development.

—By J. Robert Hendricks, superintendent, and Philip M. Corkill, associate superintendent, Flowing Wells School District. For more information, write Corkill at 1556 West Prince Road, Tucson, AZ 85705 or call (602) 887-1100.

Walla Walla, Washington

A board policy . . . a management roundtable . . . a leadership academy—they all promote staff development

Like most school systems with outstanding staff development programs, the Walla Walla, Washington, Public School District has a short but strong school board policy statement to anchor its program: ". . . . The board encourages all certificated and classified employees to develop an annual growth plan and to participate in school district staff development programs. The district shall provide, within the available resources, a professional growth program for all staff."

This policy, in turn, is supported by an administrative philosophy that views professional staff growth as an obligation of the district. The district's aim is to make certain that staff have access to professional growth activities; and that the activities meet their needs.

Each building has a professional growth committee consisting of the principal and at least two staff members. This committee reviews and approves growth plans filed by individual teachers or school employees. The district also has a school improvement plan that allocates money for the training of staff to meet the needs of the school building.

Another category of staff development involves the training activities related to entire school system needs. Example: All primary grade teachers received training in a new mathematics series when it was determined that the district needed to raise mathematics test scores. Administrators, principals, and curriculum specialists monitored the training.

For administrators, staff development activities focus on improving leadership skills. Two components are used:

- *A management roundtable* made up of a series of informal seminars held four to six times a year on topics such as school climate, legal issues, and personnel management. The seminars are run by local administrators who are experts in a particular field.

- *The leadership academy* functions prior to the start of school each year. All administrators take part in sessions designed to enhance general lead-

ership, goal setting, budget management, and communications. Small group sessions are part of the academy's format. Administrators are given five days of extended contract time to take part in the academy.

They are also encouraged to attend appropriate workshops, conventions, and meetings held in the district, region, or state.

The cost of all staff development activities in the Walla Walla school system is approximately $325,000 per year, or almost 2 percent of the school system's annual budget.

—For more information, write: Dennis Ray, superintendent, Walla Walla School District, 364 South Park Street, Walla Walla, Washington 99362.

Hempfield Area School District, Greensburg, Pennsylvania

Mastering essential elements of instruction—the beginning of good supervision and good teaching

Hit and run: that has characterized most traditional inservice training days for teachers. In the Hempfield Area School District, Greensburg, Pennsylvania, we decided we needed an *ongoing* program of staff development. We created a project called "Developing Instructional Skill Excellence" to train both teachers and administrators in the skills needed to improve instruction.

The program has three components: training for administrators in instructional and supervisory skills; training teachers in Madeline Hunter's "essential elements of instruction"; and reinforcement workshops for both administrators and teachers.

Acting on the conviction that the principal is the key to high-quality education in a school building, we decided to emphasize administrative training. Our program starts by training administrators in Hunter's elements of learning: (1) teach to an objective; (2) select objectives at the correct level of difficulty; (3) monitor learner progress and adjust teaching accordingly; and (4) use the principles of learning—active participation, motivation, reinforcement, retention, anticipatory set, and closure.

Knowing instructional skills, however, is not enough to make a principal a good instructional leader. So our program goes on to train administrators in supervisory skills—specifically, in techniques of clinical supervision. Principals learn to do classroom observations, set objectives for an instructional conference, choose a conference style *with* and *for* teachers, and plan and conduct a conference.

Our program's second component is focused on the instructional staff. In four intensive workshop days spread out over five weeks, teachers learn Hunter's elements of learning. The workshop days are spread out to allow a week between each for "guided practice." Our workshop trainer/instructional leader observes as each teacher practices the elements of learning. Then the trainer follows up the classroom observation by holding a conference with the teacher using the clinical supervisory approach. Teachers are not rated in these sessions, and the observations have nothing to do with our system's teacher evaluation. Rather, the objective is to give teachers a chance to experiment and to try out new ideas under the guidance of a supervisor.

Another point: We release teachers from their regular classes to attend these workshops, providing substitutes for them. This demonstrates the school system's commitment to our teachers' professional growth.

During the third component of our program we conduct reinforcement workshops for both administrators and teachers who have completed the initial phase of training. In these workshops the participants review what they've learned and then build the new learning into their instructional procedures.

We began in 1984 with three workshop cycles. Each cycle ran five weeks and involved 14 or 15 participants representing teachers from kindergarten through grade 12; a principal also participated. During the first year of the program, an outside consultant and our in-house instructional leader trained the entire administrative staff in instructional and supervisory skills. Since then, our instructional leader has carried on the program. And because principals have been trained in the program, they are able to offer supervision and reinforcement for teachers in their individual schools.

The projected cost of these activities for the 1985–86 school year was $55,006. This included the costs of the instructional leader's position, substitute teachers, equipment, materials, and training/conference expenses. To translate these costs: We're spending only four cents per pupil per day to improve instruction. We're convinced of the strengths of this approach to staff development. Our teachers agree that the program is valuable. In the first year, they completed some

500 evaluations—offering us immediate feedback (while they were in the workshops), short term assessments (four to six weeks later), and long-term evaluation (nine to twelve months after completing the program). The evaluations support the program's potential to improve the quality of instruction.

—By Elliott LeFaiver, superintendent, and William Roscher, assistant superintendent, Hempfield Area School District, Greensburg, Pa. For more information, write LeFaiver at R.D. 6, Box 76, Greensburg, PA 15601, or call (412) 834-2590.

Pattonville School District, St. Louis County, Missouri

Two teachers take leadership for staff development—This is their report

A "shotgun approach" is how you might characterize much staff development of the recent past. In the Pattonville School District, St. Louis County, Missouri, Superintendent Donn Gresso decided it was time to throw out the shotgun and put in place a unified, comprehensive, continuing approach to teacher inservice training. Kenneth Buhlig, assistant to the superintendent, asked us to help develop the program. Reason: As teachers, we had attended two of Madeline Hunter's seminars and learned her approach to teaching. Those seminars convinced us that other teachers in the Pattonville schools would "buy into" her ideas for improving instruction.

The school board approved our plans for a professional development program in April 1984 and allocated funds to begin full operation during the 1984–85 school year. We were designated as professional development coordinators (though neither of us choose to leave the classroom entirely).

Here's how the program works in the Pattonville schools:

Teacher workshops

Each semester, teachers volunteer for the professional development program. Fifty are selected to participate. As coordinators, we work with school administrators to select the 50.

The participants—divided into two groups of 25—take part in three one-day seminars, spread out over the semester. The school district hires substitutes for the days teachers are out of their classes. As coordinators, we conduct the workshops and follow up with observations and conferences with each participant. The workshops focus on improving instruction—including such topics as teaching to an objective, spending time on task, motivation, and reinforcement. The followup observations and conferences are critical—without practice in the classroom, feedback, and positive reinforcement, teachers cannot be assured of learning and being able to use the ideas they absorb in the workshops.

Administrator training

The success of a staff development program (such as ours) depends largely on administrators: If they aren't committed, and if they don't learn what their teachers are learning, the program is bound to fail. When we launched our plans in Pattonville, all administrators attended workshops covering the same material that was presented to teachers, but in more concentrated form. Principals also attended a clinical supervision workshop, learning (or relearning) how to conduct followup classroom observations and how to support their teachers' use of new instructional approaches.

Following the clinical supervision workshop, one of the coordinators observed each principal in conference with a teacher. The purpose was to help principals practice clinical supervisory techniques. We followed up that session with a conference with the principal to discuss supervision skills. Principals have responded well to these efforts.

Program strengths

A number of features of our staff development program are worth emphasizing. Our credibility as coordinators, for example, remains high because we've remained in teaching. Another strength: Because the school district releases teachers from classes and provides substitutes, teachers don't have the feeling that they must "stay after school" for another workshop. Yet another strong point is that a feeling of trust, openness, and genuine concern for self-improvement characterize staff development. The payoff is that more teachers apply each semester than the 50 individuals that the program can accept.

Costs

The program costs the Pattonville schools approximately $59,000 a year. This includes $11,000 for substitutes; $3,000 for outside resource people $2,000 for office supplies, video equipment, and seminar supplies; $2,000 for stipends for after-school workshops; and $41,000 for the two coordinators' salaries. Because we continue to teach part-time, the school system counts our coordinating duties as five-eighths of our salaries. On the basis of a teaching staff of 460 and student enrollment of 6,647, per employee expenditure is $128 and per pupil cost is $8.80 a year.

Evaluation

Judging from participants' written evaluations, the program is successful. Teachers report that they are teaching to an objective; they consciously are trying to be more positive with their students; and they are moving around the classroom more. As one teacher put it, "I'm on my feet and off my seat." Teachers also say that communication between them and their principals has improved.

The teacher seminars, described above, are just one facet of staff development in the Pattonville schools. We continue to run professional development days for *all* teachers—not just the 50 volunteers. For these sessions, we bring in guest speakers, but we also rely heavily on the talents and skills of our own teachers. By listening to teachers, using their suggestions, and building on their resourcefulness—both in regular staff development days and the teacher seminars—the Pattonville schools have built a positive attitude toward professional development.

—By Becky Hicks and Marge Rosenthal, professional development coordinators for the Pattonville School District, St. Louis County, MO. For more information, write Rosenthal at 11 Harding Avenue, St. Louis County, MO 63043, or call (314) 739-5000.

District 200, Hastings, Minnesota

"We live in a dynamic, changing society . . . where new facts accumulate and teaching practices grow old. . . ."

The philosophy of staff development in District 200, Hastings, Minnesota, is simple: We live in a dynamic, changing society, with rapid accumulation of new knowledge and with attending obsolescence in educational practice. Consequently, it's imperative that all our staff members take part in a continuous program of professional and technical growth, as a means for providing high-quality educational programs for our students. The policy of our school board is to provide the opportunity for that growth through inservice education.

To carry out that policy, the board has established a staff development committee and charged it with analyzing staff needs for professional and personal development; developing a program that responds to those needs; and overseeing its operation. The committee includes representatives of certified and classified staff—teachers, secretaries, aides, custodial and food services groups, as well as administrators.

A simple questionnaire distributed each spring helps the committee identify the needs of all staff members, plan future programs, and evaluate past programs. The committee also is responsible for setting up short and long-term goals and timetables for implementing them.

In Hastings, we believe that professional and personal growth can take any number of directions. To handle the diverse interests and needs, the committee is divided into subcommittees, one of which is concerned with fall workshop planning. Other subcommittees deal with curricular, instructional, emotional, and personal needs of staff.

As part of staff development in Hastings, we've started a teacher evaluation process. Those who are responsible for this program monitor, develop, and encourage high teacher performance. They aim especially to encourage teacher initiative and creativity, and to develop effective communication and respect between teachers and administrators. The teacher evaluation process includes yearly goal-setting and review (teacher and principal working together), and a comprehensive evaluation conducted once every three years.

The staff in Hastings District 200 approves this approach to staff development. And the cost is reasonable. An annual budget of $23,000 is provided through the district's curriculum council. It covers inservice programs for our 250 certified staff and 150 classified staff members, although the greater proportion of that goes to certified staff development.

—By Carolyn Mortensen, principal of Pinecrest Elementary School, Hastings, Minn. Write her for more information at Pinecrest Elementary School, Hastings, Minn. 55033, or call (612) 437-6111.

Olympia, Washington

"Students learn best from teachers and administrators who themselves are learning. . . ."

It all began six years ago during our annual administrative retreat. At this meeting, we identified two major objectives we wanted to achieve in Olympia during the next few years: To increase staff awareness of the new techniques of effective instruction and to improve administrators' supervisory skills.

Happily, these two objectives are in line with our current emphasis on the role of the school principal as instructional leader, and with the teacher as the key to the learning process.

Spelling out these objectives at our annual administrator's workshop was not a matter of chance. The groundwork had been laid during previous school management seminars. After this workshop we began to move in a systematic way to achieve our goals.

The first step towards our objectives was to establish a schedule of inservice sessions for administrators. We scheduled one-hour breakfast meetings from 7 a.m. to 8 a.m. each week for all administrators. The topics presented covered instructional improvement, school effectiveness research, classroom management, characteristics of superior schools, and clinical supervision.

These early morning sessions were a success; they still are held twice a month. They work because they offer a way to introduce new ideas, communicate with colleagues, and build staff morale and cohesiveness. The meetings help clarify our administrators' understanding of the need for effective instruction and supervision. They also helped convince administrators of the need for a full staff development program. We knew that once the administrators were committed, the rest would be relatively easy.

The administrators—now enthusiastic to put the newly found ideas to work—were eager to get teachers committed to the project. During the third year of our program, principals were asked to identify two or more teachers in their schools willing to help develop school-level staff planning activities. These teachers formed steering committees in each building. Their role was to plan for the training and to get colleagues involved in staff development efforts. To keep this planning on track, the district also hired a consultant who presented an instructional model known as the "Super Seven."

The "Super Seven" model is based on school effectiveness research, and spells out specific, observable teaching skills associated with student achievement. This model gives teachers and administrators a common objective and vocabulary, and it becomes an excellent focus for training.

More recently, we introduced another staff development plan called TESA (Teacher Expectation and Student Achievement), distributed through Phi Delta Kappa, in Bloomington, Indiana. TESA identifies 15 teacher-pupil interactions that promote student involvement. Like the "Super Seven" model, TESA enables teachers and principals to have a common point of reference in their discussions about instruction. Again, teachers were released from class to participate in the TESA workshop sessions.

Evaluation for success

During the past year, teachers and administrators also took part in mutual goal-setting exercises. These encourage teachers and principals to establish cooperatively and work on at least one teaching goal. The narrow focus helps make sure that the techniques, drawn from research findings, can be applied in the classroom. It also gives teachers and principals a chance to work together on common instructional tasks.

No matter how lofty the intentions, it is staff participation that determines how well a program works, so evaluation has been an element in our success. We have surveyed attitudes of teachers, administrators, and steering committee members and have asked for—and used—their suggestions for improvement. Perhaps the best way to gauge the effectiveness of our staff development, however, is to compare samples of teachers' evaluations prepared by school principals before and after the training took place. These samples indicate strong improvement in teacher performance and in the ability of principals to document that work.

We place a continuing emphasis on growth and development of staff, but not because we have inferior teachers. In fact, we find that the most competent staff members respond most readily to the invitation to increase their knowledge and skill. The mission of the school system is clear: Students learn best from teachers and administrators who themselves are learning, thinking, and growing.

—By Richard D. Hunter, superintendent, Olympia, Washington public schools. For more information, write him at: 1113 E. Legion Way, Olympia, WA, 98501, or call (206) 753-8850.

Connetquot, New York

Play down bureaucracy. Play up staff creativity.

During the past decade, this medium-sized Long Island school system of Connetquot, New York, had to reduce staff and at the same time find a way to improve the skills—as well as morale—of an older, experienced staff. As a response, the school system created a program of staff development based on three concepts:

- The school system must move away from a depersonalized, bureaucratic style of management.
- The school system must reject the notion that there is a wide gulf between labor (teachers) and management, and accept the notion that teachers want to fulfill themselves by assuming responsibility for their jobs.
- The school board and administration must reject the idea that "top down" management can create curricular change or instructional innovation.

To carry out these concepts, the district encouraged staff to identify problems and search for solutions. This procedure, Connetquot officials say, ensures that staff "buy into" the programs that are aimed to improve professional performance.

This "buying into" was further strengthened by these administrative actions:

1. Creation of teacher-specialist jobs in major curriculum areas.
2. Using ideas generated by faculty as the basis for a wide range of inservice courses and faculty workshops.
3. Establishing a districtwide teacher center.
4. Encouraging staff to visit other classrooms and school systems as well as attend specialized training and conferences.

The teacher-specialists are teachers recognized as experts in their fields. They are selected by administrators and work with colleagues to create instructional models, set learning goals, and help with curriculum revision. They also help plan and direct districtwide staff training.

The teacher center provides a meeting place where teachers can share, discuss, learn, and work with other teachers on day-to-day problems. The center is also used for inservice workshops.

Professional visitation has brought benefits. The visits often result in teachers coming back with information on how to create a new exemplary program or teaching techniques.

Connetquot's staff development can thus be characterized in these words: Plays down bureaucracy. Encourages the creativity of staff to find solutions to school system problems.

For $329,000 per year, the results are a bargain, district officials say, adding: "Our greatest satisfaction comes from using inservice to release the skills and creativity of a capable staff."

—For more information, write: John S. Maloney, superintendent, Connetquot Central School System of Islip, 780 Ocean Drive, Bohemia, L.I., NY 11716. (516) 244-2215

El Paso County District 11, Colorado Springs, Colorado

The many tasks for a district's staff development coordinating council

No longer can it be assumed that if you provide jobs, money, and reasonable working conditions, employees will respond with zeal and productivity. Employees want more out of their jobs than they did in the past—and that's as true of school employees as of employees in the private sector. It's also true that what motivates school employees toward excellence are feelings of accomplishment, professional growth, and professional recognition. El Paso County School District 11, Colorado Springs, Colorado, has worked to develop a staff development program that incorporates these motivating factors.

Our program is comprehensive and collaborative—that is, it draws on all strata of employees for planning and development. It grew out of a three-year Inservice Network grant designed to provide staff development for our teachers. A group of six, formed to carry out planning for the grant, eventually became a working model for bringing together various elements of the District 11 staff. After the grant expired, the group was expanded to 26, and now serves as the school system's Staff Development Coordinating Council. The council includes administrators from the central office and individual buildings, teachers, and classified employees. Its role: To coordinate and monitor staff development activities at the district and building levels. It assesses individual and district needs; plans, implements, and evaluates programs.

The council currently operates the following task forces:

Project Excellence. Morale problems associated with budget cuts and staff layoffs in 1981 resulted in formation of the Project Excellence task force. This group determined some of the problems that needed to be tackled: low trust level, need for better two-way communication, need for staff involvement in decision making, and need for better staff understanding of organizational structure.

After 26 months of study—and with the support of the school board and superintendent—the task force initiated several quality circles. Quality circles now operate in one of the district's five high schools, two junior highs, one elementary school, the maintenance unit, and among clerical staff in the personnel department. (We are waiting for evaluative data before implementing quality circles on a districtwide basis.)

Quality circles focus on identifying and solving problems in their groups or working areas. In addition, two quality circle teams are focusing on districtwide concerns. One deals with whether to permit students to transfer from one attendance area to another; the other is working on who has functional control over building custodians. All quality circle members participate on a voluntary basis and undergo training on quality circle operations.

Intern leadership. This task force fosters leadership skills among employees. Each semester, three classified employees and three certificated employees are selected for their leadership potential and assigned to management internships for nine weeks. Objective: To give them experience in leadership roles. The interns also attend seminars, which focus on leadership styles, time management, school climate, communications skills, and conflict management. The district provides the interns release-time and substitutes while they are away from their jobs or classrooms.

Leadership development. As an outgrowth of the intern leadership program, we have the principals' assessment center. Here teachers who are interested in the principalship go through a two-day simulation of the responsibilities that fall to the principal. These experiences may range from dealing with faulty boilers to handling racial issues and staff conflicts.

Inservice programming. This task force operates at the district level, surveying the staff development needs of both classified and certified employees. It is responsible for evaluating the strengths and weaknesses of the ongoing staff development program and reviewing the inservice programs of other school districts.

Philosophy and quality indicators. This task force studies research in staff development, summarizes it, and brings the information to the entire council. In addition, this task force formulates the philosophy and generates principles of effective staff development to guide the council's planning.

Management, organization, and membership. This task force's goal is to monitor, coordinate, and facilitate the functioning of the entire council. It is responsible for replacing council members who step down—maintaining balance among administrators, teachers, and clerical personnel. It develops a yearly calendar, assists in setting up planning retreats, and plans agendas for the council's monthly meeting.

District 11's total budget for staff development is approximately $60,000 a year. The money comes from the general fund through the instructional budget. The budget is based on a five-year plan the council has drawn up to guide and direct staff development.

The key to the success of the District 11 program has been the involvement of people from all strata of the school system. We also work hard to develop programs based on the needs of the organization as well as the needs of individuals. Task forces come into being or cease to exist according to the needs of the organization.

We've developed a number of tools to assess the success of our program. Nevertheless, evaluating our success poses some difficulties: Quantifying human interaction is difficult. One has to consider an overall sense of improved morale, a sense that employees are achieving both their personal and professional goals while improving the effectiveness of the school system. On that basis, staff development in District 11 is working well.

—By Don H. Crist, administrative assistant for Learning Resource Services, El Paso County School District No. 11, Colorado Springs, Colorado. Write Crist at 1036 North Franklin, Colorado Springs, CO 80903, or call (303) 635-6740.

Webster Groves, Missouri

How teachers become master teachers and help others toward greater effectiveness

The greatest potential for developing excellence in schools lies in improving teacher performance through staff development.

This is our conviction in the Webster Groves, Missouri, school district and that may be one reason our program has enjoyed wide support from the school board, teachers, and administrators. Nearly one percent of our annual operating budget is spent on professional growth, which includes inservice sessions carried on in our school buildings, conferences, university courses, and teacher visitation. Recently the board approved a district goal to improve instructional effectiveness. This goal has provided direction for intensified inservice activities involving both teachers and administrators.

The goal centers on increasing the use of research-based practices in classroom instruction. We are aware of the dangers of stressing one model or set of strategies as the "answer" to instructional improvement for all teachers in all subject areas. Rather than promote one model, we offer a workshop series called Teaching Effectiveness.

These workshops lean heavily on findings from research. They cover five days (30 hours) of activities, spaced over 75 days with approximately two weeks between sessions.

Workshop activities are organized in five major areas: content analysis, diagnosis, prescription, instruction, and evaluation. Activities are designed to help teachers in several areas, including:

- Making content decisions and designing appropriate instruction for all students
- Developing self-direction in students
- Using instructional time effectively
- Using practice periods efficiently and effectively
- Preventing discipline problems
- Using motivation and reinforcement principles to increase learning
- Extending the thinking skills of students.

The "master teacher as staff developer" is another concept we believe in strongly. Teachers who are identified by supervisors as excellent are asked to become inservice leaders, directing workshops and other staff development activities. The practice of using teachers as inservice leaders is not new. This concept received attention at the height of the teacher center movement several years ago, and many school systems now have teacher inservice days or grade-group meetings where teachers share ideas and materials.

The Webster Groves master teachers differ from the traditional teacher inservice leaders in two ways. First, the teachers are identified and selected on the basis of demonstrated classroom performance. Second, these teachers receive specialized training to help them carry on their work.

As spelled out by the school board and administration, the "master teacher as staff developer" concept is designed to (1) acquaint teachers with the research on effective teaching practices, (2) to build commitment on the part of teachers to their own professional growth, and (3) to reward, recognize, and reinforce excellent teachers and offer opportunities for continued professional growth.

Once selected, the future staff development leaders turned out to be all different in their individual strengths and experiences. This became an asset in creating a leadership team in which diversity was important. They were versed in a range of skills—teaching the gifted, directing the elementary computer school, and teaching secondary school English, social studies, and home economics.

Immediately upon selection by their principals, they were asked to take part in the Teacher Effectiveness workshops—the boot camp for the staff development leaders. Soon the teachers began to take part in the workshops at two levels: one as learner, the other as potential leader. They did not yet lead the program, but they learned how they might lead similar workshops in the future.

We then put the master teachers through a course on adult learning theory, presentation skills, working with large and small groups, and staff development practices in general. The class provided opportunities for teachers to practice what they had been learning. A consultant served as a "coach" for the staff development leaders.

The parallel to athletic coaching is obvious. Camaraderie and team spirit grow among the staff development leaders as they become a collegial support group. Learning new skills—even for master teachers—is never easy, and the coaching, practice, and criticism are important.

Following the period of preparation and training (30 hours of work over a year's time), the burgeoning master teachers presented a Teachers Effectiveness workshop for many of the teachers in the school system. The comments from those who participated show a high degree of satisfaction with our master teacher leadership team. One teacher wrote: "Our [master] teachers are highly competent and have a great deal of credibility." Another added: "Our [master] teachers were well-prepared, enthusiastic, and knew what they were doing."

The staff development leaders, in turn, indicate they feel recognized and enjoy being singled out for being the effective teachers that they are. Although there is a modest honorarium for their time spent planning and leading sessions, their reward is primarily intrinsic. It comes from their recognition in the schools and a chance to improve the teaching skills among their colleagues.

As one of the teachers said, "I believe that recognition is an incentive."

—By Sarah DeJarnette Caldwell, director of staff development for the Webster Groves, Mo., school system. She may be contacted at 16 Selma Avenue, Webster Groves, MO 63119, or call (314) 961-1233.

Lincoln County School District, Newport, Oregon

To train teachers to train other teachers, start with administrators

Upgrading performance of staff in the 16 schools of the Lincoln County School District, Newport, Oregon, is a monumental task. To accomplish it, our department of curriculum and instruction set up a planning team of teachers and administrators from across the school system. This team developed a long-range plan, based on Madeline Hunter's Instructional Theory Into Practice (ITIP), with two major goals:

Train administrators in clinical supervision skills—so they are able to analyze lessons according to the elements of instruction, and to conduct supervisory conferences.

Train teachers in the critical elements of instruction—so they understand them, can use them, make them an integral part of their classroom instruction—and eventually can train others.

Administrator training

Before our administrators could be trained in clinical supervision, they needed to grasp the concepts of ITIP. During the 1982–83 school year, we conducted several workshops to train administrators in these concepts—specifically, teaching to an objective, selecting objectives at the correct level of difficulty, monitoring learners' progress and adjusting teaching accordingly, and understanding the principles of learning.

Once administrators had a sound base in these elements, we trained them in conducting a number of instructional conferences, including:

Type A conference. In this type of conference, the principal identifies, labels, and explains a teacher's effective instructional behaviors, giving reasons for their effectiveness so the teacher knows what he or she has done and why it worked and, in the future, could do it again.

Type B conference. Here the principal seeks to stimulate a teacher's development of a repertoire of effective teaching behaviors—to help increase the variety of approaches in day-to-day teaching.

Type C conference. The principal helps teachers identify unsatisfactory aspects of a teaching episode and helps develop strategies for reducing or eliminating these in the future.

Type D conference. The principal identifies and labels less-effective teaching behaviors that are not evident to the teacher and helps the teacher develop alternatives.

Teacher training

Training teachers in ITIP was our next step. Principals were crucial in this process. They "sold" their staffs on the approach. We followed up with informal orientation sessions on ITIP. These usually were held as part of a regular faculty meeting.

We next offered teachers formal, college-credit classes in beginning ITIP. The classes, which ran throughout the school year and into the summer, were well attended. Teachers paid their own tuition for credit, and the school system covered the cost of registration.

Once teachers had completed a full area of beginning training, we offered advanced courses the following year. These courses were designed to assist teachers and administrators in using ITIP concepts. The concepts and methods became an integral part of instructional supervision.

Finally, we organized sessions for teachers who wanted to become ITIP trainers. These individuals, selected for their teaching excellence, learned how to teach formal ITIP classes and to conduct followup classroom visitations. The Lincoln County school system now has four ITIP trainers who spend most of their time in schools working with teachers and conducting discussions with staff members on the elements of good teaching.

A key to staff development success in Lincoln County has been the solid support of the school board and central office. The willingness of district officials to provide release time conveys to our teachers that the administration is committed to improving classroom instruction. Keeping the board informed throughout the process also has

been crucial. Our trainers and I make regular reports at board meetings and provide the board a computerized list indicating levels of training each teacher and administrator has attained.

The program has encountered some opposition from the teacher association and individual staff members, but this has not been a serious obstacle to our success. Complaints have diminished as teachers have realized the potential of the program, and as success stories circulate.

And we've had many success stories. Teachers who have been in the classroom for many years have discovered new meaning and excitement in their work. The effort has helped many good teachers become superior practitioners; marginal staff members have developed skills that have enabled them to become effective educators.

The annual cost of the program is approximately $100,000, or $20 per pupil. This is a significant investment, but worth while when you consider that we're now 95 percent of the way to reaching our goal of training all 350 of our certified staff in instructional effectiveness. And that's bound to make a difference for student achievement in Lincoln County.

—By Michael J. Kenney, director of curriculum, instruction, and middle schools for the Lincoln County School District, Newport, OR. For more information, write him at: 169 S.W. Coast Highway, R.M. 1, Newport, OR 97365, or call (503) 265-9418.

Douglas County, Georgia

Choices and options, courses and projects—they all lead to achievement of district goals

The outstanding feature of staff development in the Douglas County, Georgia, schools, and probably the key to its success, can be summed up in one word: choice. Although teachers are required to participate in staff development for accreditation or for certificate renewal, they have a choice in how they may get accreditation.

Teachers may choose the traditional approach of taking college graduate courses for credit, of course. At the same time, the Douglas County schools encourage other options. Planned inservice programs for the entire faculty can count toward credit. So can work on school district curriculum development (as long as the teacher is not being paid for this work). Workshops that are at least ten hours in length can earn credit, as can individual projects that have been approved in advance.

The staff development council is the controlling body. Each school in the system sends one representative to the council to serve a three-year term. The council approves staff development activities, monitors them and disseminates information concerning them. Council members are given release time to attend the quarterly meetings.

The options for staff development programs are varied, even though the goals are fixed. Goals of programs, of course, must be to increase staff competencies to improve student learning and to realize school system objectives. Within that broad definition, programs can take a variety of forms, generally falling into two groups:

Staff development projects. Individuals, small groups, and entire school staffs may write proposals for staff development projects. They base these proposals on their assessment of individual needs and school system goals. These proposals are brought before the staff development council for approval.

Staff development courses. Teachers may take approved staff development courses, which are offered at a nominal cost. Courses cover a gamut of subjects—special education for the regular classroom teacher, teaching of reading, time management, stress management, physical fitness for teachers, CPR and first aid. Members of the supervisory staff or teachers usually teach these courses.

Computing the cost of staff development is difficult because money comes from different sources. The state contributed $8,330 in fiscal 1985. (For 737 certificated personnel, this amounted to approximately $11.33 per person.) The school board also provides some funds. Federal funds sometimes are used to provide training in specific areas, such as use of microcomputers and video equipment.

(The board also provides $5,000 annually for a management academy to provide staff development for administrators. Recently, these funds have financed workshops to implement an effective schools concept.)

Results of evaluation indicate that teachers strongly approve the county's staff development activities. The course on special education for regular classroom teachers, for example, is rated as better than most courses our teachers had in college. Its success is probably owed to the fact that the instructor is a teacher in our school system and can apply the content in relevant ways.

Another success was a microcomputer course that recently trained a team from 14 of the sys-

tem's 18 schools. These teams consisted of a classroom teacher, a media specialist, and an administrator from each school, who subsequently planned and implemented a computer literacy curriculum in their individual schools. They also went back and trained the rest of the staff in their schools. It was an effective way to bring microcomputer training to many students in one school year. The Douglas County staff development program is not perfect—no program is—but teachers and administrators generally feel positive about it. The program is meeting its goals.

By Mary Sue Murray, director of staff development, Douglas County Schools, Douglasville, GA. For more information, write Murray in Douglasville, GA 30133, or call (404) 942-5411.

Norfolk, Virginia

The goal is mastery of basic skills—and staff development brings it about

The Norfolk, Virginia, Public School District enrolls approximately 37,000 students in a highly transient, urban community that serves the world's largest naval base. A wide range of backgrounds exists among students. Approximately 57 percent receive free or reduced-price lunches.

To make the school system's motto—"Believe, Achieve, Succeed"—a reality for students, teachers, administrators, and other staff members, the Norfolk schools implemented in 1983–84 a systemwide school improvement program called SPIRAL in each of the 40 elementary schools.

SPIRAL (Systematic Program for Instruction, Remediation, and Acceleration of Learning) focuses on mastery of minimal skills. But SPIRAL is also designed (1) to reduce the retention rate of students in grades 1–6 by 20 percent annually; and (2) to help at least 25 percent of students who are retained to rejoin their classmates from the previous year.

Intensive staff development, coupled with extensive monitoring, help attain these goals. The model we use includes three stages: awareness, training, and implementation/maintenance. Inservice activities are tailored to meet the needs of each school and are conducted by both building-level and central office personnel. All of Norfolk's principals conducted formal classroom observations and conferences and coordinated a total of 306 inservice activities during SPIRAL's first year.

Parents and community members have been involved in the planning, implementation, and evaluation of SPIRAL. Through the Adopt-a-School program, businesses and agencies support SPIRAL's emphasis on a high-quality education for all students. Among the benefits we noted after one year are the following:

- 40 percent, or 16, of the schools met the criteria for an effective school (as defined by Ron Edmonds).
- 26 percent (354) of the SPIRAL class students who had been retained the previous year met the academic criteria for rejoining their former classmates
- SRA scores rose in each subject tested (composite scores were at or above the 50th percentile in reading, mathematics, and language arts in grades 2, 3, 5, and 6 for the first time in a decade)
- Student attendance averaged 95 percent
- 27 percent fewer formal disciplinary notices were issued
- Parent-teacher organization membership and volunteer participation increased by 16 percent and 34 percent, respectively.

The program cost the Norfolk schools $990,000 in 1983–84. This included salaries for personnel needed to staff 128 remediation classes that had a pupil-teacher ratio of 1:16, as well as materials, a needs assessment, and staff development. We've kept training costs at a minimum. After an initial cadre of our staff was trained at Michigan State University at the Center for Effective Teaching Research, the school system has not had to depend on outside consultants.

Keys to the program's success have been the united efforts of administrators, teachers, staff, and patrons—and the support of the school board, which has committed resources and money to intensive staff development.

Superintendent Gene R. Carter has been so encouraged by indications of SPIRAL's success that he's planning to expand the program into Norfolk's secondary schools. SPIRAL provides an excellent model for goal-based school improvement supported by staff development. The results speak well for that approach.

By Ann B. Madison, director of human relations and staff development, Norfolk, VA, Public Schools. For more information, write her at P.O. Box 1357, Norfolk, VA 23501, or call (804) 441-2237.

Clayton, Missouri

Good things happen when inservice money goes *directly* to teachers

In Clayton, Missouri, we've taken a unique approach to staff development: In 1981 we launched a three-year experiment to give principals and their faculties major responsibility for, and control over, inservice training—with the school board providing the money for the programs. Included in the board's support were generous provisions for teacher attendance of conventions and meetings, full-year sabbaticals, and tuition for advanced study.

Based on the three years of experience, we formulated a new plan that transfers much of the control to teachers. It's a teacher compensation system and staff development program that began in the 1985–86 school year. I'll outline the new system in a moment. First, here's how the experimental three-year program worked.

The three-year experiment

The plan had three components: Awards to outstanding teachers, incentives, and a program and staff development fund. These were traditional activities of the Clayton schools, but the difference was that the experimental plan moved control close to individual school buildings and to the teachers.

Outstanding teacher awards. This first element was directed at recognizing and honoring outstanding teaching. Each year, the district granted up to four salary awards of $5,000 each. The purposes were to promote the desirability of being a Clayton teacher, to honor the teaching profession, and to enhance the community status of teaching. The awards were granted to faculty members who best exemplified commendable professional traits.

Professional incentives. The school system allocated to individual buildings approximately $375 per teacher per year. Principals and building staff used this pot of money for workshops, educational stipends, convention attendance expenses, support for teachers working on curriculum, and other school related projects. The idea was *not* to distribute the money evenly among all teachers in the building as salary, but to spend it according to the staff needs of each building. The principal also had a discretionary fund of $300 to buy small items teachers might need.

Program and staff development fund. The purpose of this fund was to meet districtwide goals and to promote K-12 curriculum and staff development. From this fund, which also amounted to approximately $375 for each teacher in the district, the school system granted sabbaticals and supported individual teacher improvement with up to $750 for tuition. Because meeting district goals, not individual building needs, was the purpose of this fund, the central office decided who would receive these grants.

After the three-year experiment, teachers, board members, and administrators refined the experimental staff development and recognition program; and restructured the school system's teacher salary plan. A salary committee worked for two years to develop the new compensation plan, which we believe embodies the best of Clayton's traditionally strong support for teachers and of recent nationwide calls for education excellence. It builds on the experimental plan by incorporating a career ladder.

The new plan

Beginning in the 1985–86 school year, Clayton implemented the new career ladder program, which covers salaries along with professional recognition and staff development. The ladder allows teachers to move up to positions that carry salaries of $46,000.

As under the previous experimental plan, each building receives staff development funds of approximately $250 per teacher annually. Individual career teachers may receive up to $500 or even more. Teachers may use the money during one school year or let it accumulate for up to three years to spend for significant but more expensive development activities. Teachers themselves are responsible for designing a plan to use the money and account for it. Among possible uses of the money: greater amounts of release-time to visit and observe other schools and programs, stipends for special assignments, tuition assistance, and mini-sabbaticals.

Up to four mini-sabbaticals are granted annually, for periods of up to one semester. Teachers on mini-sabbatical receive full salary. The purpose: To allow them to work on program or staff development to meet district goals.

In short, the new plan incorporates teacher incentives along with program and staff development. We believe this approach will enable Clayton to accomplish a great deal in teacher education and curriculum improvement.

Clayton is fortunate. The school system is small, with a professional staff of approximately 150 and an enrollment of 1,000. At the same time, the system has good financial support, spending approximately $6,000 per pupil each year. Of that, more than $60 per pupil goes directly to staff and program development. Of an almost $12 million annual budget, then, approximately $120,000 is spent on developing staff. Under the new compensation plan, those expenditures will increase by about 50 percent.

—By George W. Fairgrieve, assistant superintendent for instruction, School District of Clayton. You may write Fairgrieve at 7530 Maryland Avenue, Clayton, MO 63105, or call (314) 726-5210.

Vestal, New York

How local industry gives a boost to staff development

Like many other school systems, the Vestal, New York, School District has struggled under financial austerity in recent years owing to declining enrollment and decreasing state aid. Even during tough financial times, however, the school board has provided funds for "constant and comprehensive" staff development, as board policy puts it. Staff development in the district takes several approaches, including the involvement of local industry.

Industry support

Even though the board has supported staff development during financial crunches, we recognized the importance of seeking help from industry. Examples:

IBM education executive program. During 1984, the IBM Corporation sent me and my middle managers to a weeklong management training program. IBM paid for meals, accommodations, consultants, and trainers' salaries. This program was modeled on training that IBM gives its own managers.

Vestal educational teamwork training. In an adaptation of their corporation's management training program, two Singer-Link executives conducted a seminar for us aimed at improving managerial effectiveness. The four-day sessions brought together board members, cabinet officers, principals, curriculum coordinators, and program supervisors. Participants then took part in an eight-week "buddy system," reinforcing for one another the techniques they had learned.

IBM teacher training in computer use. IBM chose the Vestal school system as one of seven in the area and 84 in the nation to receive 15 personal computers for a senior high school computer laboratory. Through an arrangement with the local Board of Cooperative Educational Services (BOCES), five high school teachers were trained in the use of computer software. These teachers, in turn, trained 75 other staff members. This activity carried no cost to the district.

Investigation of quality circles. Because of staff interest, we've been exploring the possibilities of quality circles. IBM, Frito-Lay, and General Electric corporations have offered advice and help on how quality circles can contribute to staff effectiveness.

Wellness committee. To improve staff morale, enhance the quality of work life, and reduce absenteeism, we've established a Wellness Committee. After surveying staff needs and interests, the committee has set up a series of low-cost activities, including aerobic exercises, slimnastics, and swimming classes. The board budgeted $5,000 for 1985–86 to further the committee's work.

Attention to subject matter

In training our teaching staff, we keep in mind the major curriculum areas. In 1984–85, the board spent $22,875 for staff development programs and $30,000 for curriculum development, which we consider a part of staff development. Examples of this work:

Mathematics. Computer use, the computer in mathematics, programming in Basic and Advanced Basic, and programming in Pascal are some of the workshops attended by elementary and junior high teachers.

Language arts. Among the workshops language arts teachers attended were "Writing Every Day Generates Excellence" (WEDGE) and sessions on the New Jersey Writing Project. Others studied individualized language arts.

Social studies. Social studies teachers also participated in the WEDGE program and the New Jersey Writing Project. Others learned how to use personal computers to outline curriculum work.

Science. Our science coordinator gave an in-service program for 31 elementary teachers; other staff members made presentations to the New York State Science Teachers Conference on ways to integrate science with other subjects.

For clericals and bus drivers

Among programs offered for support staff were the following:

The Superintendent's Conference Day devoted several sessions to the interests of paraprofessional staff.

Clerical staff members have received training in computer use. Others have attended workshops and conferences held by their professional organizations.

New transportation employees must have four hours of classroom training and four hours of bus driving before they may take a school bus on the road with students. In their first year, drivers must complete a 20-hour basic safety course, followed by an advanced safety program. The supervisor meets regularly with the transportation staff for updates on operations and safety topics. Mechanics attend regular training sessions on topics related to their work.

The maintenance supervisor holds monthly meetings with head custodians to update them on new products and procedures. Specialists may go elsewhere for additional training. For example, a maintenance person recently received advanced training in heat controls, and he has worked since then adjusting heating controls in all district buildings. This has resulted in a substantial savings in fuel.

Summary

The Vestal Central schools are committed to staff development. It's a commitment rooted in board policy and supported with board funds. It's one factor that has helped the schools provide sound educational programs for all students, while giving staff members a chance to sharpen their skills, use their creative talents, and expand their career horizons.

—By John J. Keough, former superintendent of Vestal Central Schools. For more information, write: Vestal Central School District 201 Main Street, Vestal, NY 13850, or call (607). 757-2205.

Glimpses of Staff Development In a Large School System

Charlotte-Mecklenburg, North Carolina, is a large school district with a myriad of staff development activities to match its size. A spacious Staff Development Center is the hub of action; an eight-page, ten-times-a-year publication, "Staff Development News," tells what's going on.

Workshops, workshops. Ten, 20, 30 or more workshops are offered each month for teachers, administrators, aides, office personnel, and other support staff. Most meet in the late afternoon; many offer inservice credit for certificate renewal or incentive pay—and for these purposes, some workshops may be required. When inservice is required of a teacher with children, child care is provided.

Accomplishments are honored. When members of the staff publish an article, speak at a conference, or receive an award, a news item about the honor appears in "Staff Development News." In demand as speakers nationwide are staff members who can talk about the Charlotte-Mecklenburg career development program—a career ladder plan linked to salary.

Mini-grants for mini-projects. Any teacher, or several together, may apply for up to $400 for a school or classroom project related to curriculum development, teacher training, or classroom research. Teachers must present a project proposal (and may attend a workshop offered by the school system on mini-grant writing). The panel that selects winners includes teachers. Seven projects received grants in the spring of 1986.

One mini-project in progress is called "Expanding Language Through Code Switching." Its aim is to teach the use of standard English without condemning dialects. ("Code switching" is a record-player analogue: children are taught that you need to change your language to make it appropriate for different situations just as you must switch speeds on a recordplayer for certain records.)

Employee assistance. "Staff Development News" publishes each month a list of available services for staff members with personal problems. Here is the list: emotional difficulties, situational stress, behavioral control; premarital concerns; family/marital/couples problems; child guidance/parenting; vocational concerns; psychological checkups; group innoculation for stress; self-help groups. Except for group sessions, assistance is confidential and by appointment.

Emphasis on writing. Writing workshops were in progress in the majority of schools in 1986. "Teachers helping teachers" is the premise on which this inservice is built and key to its success. For example, teachers meet to share first drafts. The workshops not only enhance teacher writing, but also help them teach about writing in the classroom.

Charlotte-Mecklenburg's emphasis on writing includes the requirement that all teachers acquire 15 hours inservice credit pertaining to writing. Besides in-school workshops, there are system-wide workshops offered regularly on the topic. Several of these are recommended for administrators and office personnel as well as teachers.

"Valuing Teaching." This 1985–86 project was designed to tell the community—and teachers themselves—that teaching is a profession worthy of being valued. It consisted of four public presentations in one typical month:

1. Newspaper supplement to the *Charlotte Observer*, written by teachers and consisting of interviews with teachers on what keeps them going and their successes in and out of the classroom.
2. A traveling photograph display, presenting "meaningful moments" in teaching—for use at different locations.
3. Dramatizations, entitled "Life Scripts," written by teachers, which offered memorable events in teaching.
4. Public forum on teaching. This opened with statements by four teachers on problems and issues in the profession and continued with responses by the Charlotte-Mecklenburg superintendent of schools-and visiting dignitaries—including the president of North Carolina University and the governor of Tennessee.

Note: Jay Robinson was superintendent of schools in the Charlotte-Mecklenburg district at the time of writing.

SNAPSHOT **What's going on in Marietta City Schools,**
Marietta, Georgia
Ray D. Nichols, superintendent
Enrollment: 4,508

This district has created a professional growth point system. . . . Teachers may earn 50 professional growth points a year or 100 points in two years. . . . To earn points, teachers must select approved courses and activities. . . . A professional growth handbook offers options for study, outlines procedures for earning points, and provides the forms for applying to the program.

Marietta provides five inservice days for teachers. . . . On these days teachers may attend workshops and conferences, take college courses, or do school-based independent research. . . . All workshops and courses are based on teacher needs and requests.

SNAPSHOT **What's going on in the District of Columbia Public Schools**
Floretta D. McKenzie, superintendent
Enrollment: 87,000

Some staff development efforts, at present, are devoted to improving the skills of school counselors, so that, in turn, they can help students with academic and personal problems. . . . Workshops, retreats and a Counselor Leadership Training Academy are used to promote this goal. . . . After three years of operation, district officials report evidence that the quality of counseling has improved markedly—"Students now get high quality guidance for careers, college planning, ways to cope with personal and social issues."

SNAPSHOT **What's going on in Gwinett County Public Schools**
Lawrenceville, Georgia
Alton C. Crews, superintendent
Enrollment: 48,224

One high school, one middle, and one elementary school began concentrating on improvement of writing in 1982. . . . Success led to countywide staff development courses for teachers, under WRITE. . . . More than 600 teachers have now received instruction on how to teach writing with a high degree of competence. . . . District officials say that writing and language use is a lifelong endeavor and must be taught from kindergarten through grade 12 "Proficiency grows over the years, as students write for real purposes and real audiences."

A training manual for local school instructional leaders has been of vital help in WRITE.

SNAPSHOT **What's going on at Orchard Hills Elementary School**
Novi, Michigan
Joseph Imrick, principal
Enrollment: 525

Orchard Hills School decided to try the Staff Development for School Improvement model conceived at Wayne State University's College of Education. . . . The decision has paid off handsomely for Orchard Hills. . . . Among results: student reading scores increased sharply; faculty and parents revised the kindergarten program; the administration received an "Outstanding School" award.

Michigan's staff development model requires that (1) faculty members agree to adopt the model; (2) work with a university facilitator to set up goals; (3) write plans to carry out goals; (4) attend workshops and other inservice activities to carry out the plan; (5) evaluate results; and (6) follow up with *new* goals and plans.

Orchard Hills is one of many Michigan schools that have tried—and benefitted from—the university-developed model. (For information, write College of Education, Wayne State University, Detroit, Michigan.)

SNAPSHOT: What's going on in White Plains Public Schools

White Plains, New York
Jerry Marous, superintendent
Enrollment: 5,200

Staff development activities are under jurisdiction of a Staff Development Team, authorized by the district's contract with the teachers' association. . . . Major elements of service: orientation for new staff members; a superintendent's conference day; inservice programs within and outside the district; employee fitness and wellness programs; mini-grants for professional growth and renewal; and operation of the staff development center.

The center operates every school day, 8 a.m. to 4 p.m., under a full-time coordinator, who has the help of a clerk-typist. . . . The Center houses a professional library, editorial offices for newsletters, files of resource materials for teachers, space for workshops, conferences, meetings, and sharing sessions.

SNAPSHOT What's going on in Madison Local Schools

Mansfield, Ohio
Howard Henderson, assistant superintendent

Learning—how we learn, how to promote learning in others—is the one and only topic for the "Madison Workshops". . . . This is a regional venture, with a five-year record of success. . . . Primarily for Madison teachers, the workshops also attract teachers from neighboring districts in north-central Ohio. . . . Format: three-day sessions, totaling 15 hours of study. . . . Workshop staff comes from Ashland College and is often supplemented by outstanding national presenters.

Madison teachers receive a $50 stipend for attending each workshop. . . . At a tuition cost of $70 they can earn one semester-hour of credit from Ashland College. . . . Participants from surrounding districts make their own arrangements with their administrators and Ashland College.

Why concentrate on one topic year after year? "To prevent our teachers from viewing staff development as passing fancies of the central administration."

SNAPSHOT What's going on in Orange County Public Schools

Orlando, Florida
James L. Schott, superintendent
Enrollment: 22,500

The district's master inservice plan is based on annual needs assessments conducted by consultants, administrators, and the Management Academy. . . . Building principals submit annual inservice projects based on identified teacher needs. . . . Under a Florida state plan, the district has "an ongoing partnership" with three state universities, a private college, and a community college (with funds for the program provided by the state) for delivery of inservice programs.

Officials look with satisfaction on two recent facts: 9,480 registrations in one year for inservice training; 113,500 hours of training delivered (figures cover managers, teachers and noninstructional personnel). . . . "It's paying off," say Orange County school officials, as they look at another, even more significant finding. Student achievement showed gains in areas emphasized in the staff development programs.

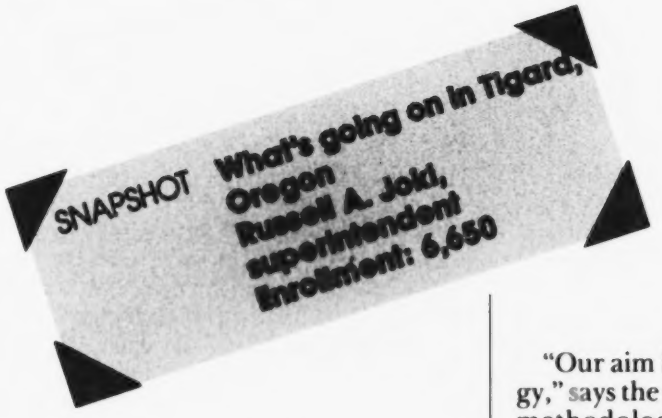
SNAPSHOT What's going on in Sweetwater School District No. 2

Green River, Wyoming
Larry G. Rowedder
Enrollment: 4,181

Staff development became a top priority when the board of trustees selected it as a district objective for 1983. . . . Efforts began with the help of Phi Delta Kappa's Teacher Expectations and Student Achievement (TESA) and Madeline Hunter's Instructional Theory into Practice (ITIP). . . . Administrators and selected teachers were trained to use both programs; after which these individuals offered the two programs to other staff members.

Interest among staff members spread; new needs came to the fore. . . . Subsequently, staff development courses were offered in critical thinking skills for teachers, leadership styles, characteristics of student coaching.

The ultimate goal in staff development is to get 100 percent participation of teachers helping other teachers. . . . and training administrators to help both teachers and other administrators.



The staff development team in this district consists of a director and two specialists. . . . Main task for the team—to diagnose teacher classroom skills and then improve, reinforce, or refine them. . . . The district offers an extensive "menu" of graduate course offerings, school site workshops, and individual plans of assistance to teachers. . . .

"Our aim is to balance content and methodology," says the staff development coordinator. "Our methodology core is based on the work of Madeline Hunter, her ITIP model, and Bruce Joyce, his Models of Teaching." The content component is delivered by curriculum specialists. . . .

A staff development newsletter reports what the district is doing to improve teaching practices. "This is one way we keep the mission of staff development prominent."

CHAPTER 8

IMPROVING QUALITY OF WORK

Training-on-the-Job for Support Staff

For those who back up the educational process in America's schools: programs to raise the quality of their work—How a large district, Jefferson, Colorado, enhances the skills of employees—First, it trains the supervisors—It also provides for the wellness and welfare of school workers—Offers technical training for bus drivers, craftsmen, custodians, office workers—Promotes "the quality of work"

Repeating a time-honored truth, superintendent Wilmer S. Cody, Montgomery County (Md.) Public Schools, says:

"The bus driver is the first school employee a student sees and the school secretary is the first voice a parent hears when she calls the school. These two school support workers alone set the tone and project the first image of a school system. How important it is they be well trained!"

The bus driver and the school secretary are the more visible of a host of employees that support the first work of schools—teaching. There are also

Custodians
Maintenance and craft workers
Food service attendants
Teacher aides
Computer technicians
Nurse and first aid assistants
Security officers
Risk management experts
Library aides
Business/financial officers

In a school district as large as Montgomery County, Maryland (94,000 students), district officials provide training for more than 4,000 staff members who deliver support services. Activities on a similarly large scale take place in Charlotte-Mecklenburg, North Carolina; Milwaukee, Wisconsin; Greenwich, Connecticut; Pittsburgh, Pennsylvania. And all over the country, smaller districts—Tigard, Oregon (6,660); Ardmore, Oklahoma (3,600 students); or Vestal, New York (4,370 students)—are no less attentive to the needs of their corps of support staffs. The case

studies, reported in Chapter 7, bring out the patterns of inservice for support workers as found in many parts of the nation.

How One District Does It

For a close look at how one district administers its inservice for support staffs we go to Jefferson County, Colorado. The story is told by key members of superintendent John B. Peper's staff.

A job list of the classified staff in a self-sustained school district, such as District R-1 in Jefferson County, Colorado, resembles the Yellow Pages. This district's 1,529 full-time and 2,731 permanent, part-time classified employees fill dozens of occupational niches, from backhoe operator, plumber, and bus driver to teacher's aide and office manager.

To upgrade the technical training of classified employees and to promote their mental and physical fitness—with the goal of increasing efficiency

and productivity—the Jefferson County School District maintains three kinds of programs: (1) A supervisor's training program for classified employees; (2) Wellness and counseling programs for full-time and part-time classified workers as well as the 4,866 certified employees of the district; (3) Technical training for classified workers in a wide variety of occupations.

Employees receive supervisory and technical training during work hours with full pay. Most wellness programs are optional; many are free, and some carry a minimal charge. Employees participate in wellness programs on their own time.

Supervision Training

Of all its leadership training programs, the Jefferson County Staff Academy is especially proud of its classified supervisory training. Says Sue Schiff, an Academy program manager: "We checked school districts throughout the country and failed to find training courses for supervisors of classified personnel. So we pioneered." Training is provided in three phases and is required for all classified employees who supervise four or more individuals.

Supervision I is a 16-hour course conducted on two consecutive days. It provides an overview of the management process, and brushups on skills needed to supervise others effectively, solve problems, and communicate facts and ideas. Resource people from the district's various departments explain how employees are to be evaluated and how to help when a worker's personal problems appear to be affecting work performance. *Supervision I* is a prerequisite to *Supervision II*.

Supervision II is a second 16-hour course on two consecutive days. It is designed to improve a supervisor's listening skills, increase ability to supervise "difficult" people, improve self-awareness, and enhance ability to build interpersonal relationships. The course emphasizes the principle that conflict is legitimate, helps the participant understand boss-subordinate conflict, and teaches participants methods of conflict resolution.

The third phase of Supervisory Training is, in effect, a series of refresher courses. Graduates of Supervision I and II meet with their former classmates once every two months at district expense to discuss their supervisory problems, explore possible solutions, and refresh their supervisory skills.

Members of the Staff Academy, specialists from the wellness office, and peer trainers teach Supervision I and II. The peer trainers are graduates of the Staff Academy's "Training of Trainers." Once a year they attend a retreat for practice as group facilitators. Throughout the year they attend training for trainers' brushup sessions. Students in the supervision course include building engineers and custodians, leaders of maintenance and ground crews, cafeteria managers, bus supervisors, office managers, and chief mechanics.

Vivian Elliot, management development consultant who designed and directs the program, says that 330 classified supervisors are eligible for the course and will complete it. It will be an ongoing offering of the Staff Academy, required for all newly employed classified supervisors and for classified employees promoted to supervisory positions.

Charles Rufien, assistant superintendent for personnel services, is pleased with the supervision training venture.

He says: "In the long run, this program will affect the work of every classified employee. A supervisor who is sensitive to the needs of subordinates, who knows how to motivate others, and who applies top-notch supervisory skills will have a positive effect on the efficiency of every person he or she supervises."

Wellness Programs

The school district established its wellness office in 1981 to serve as an umbrella for a variety of services—classes and workshops for improving physical and mental health, recreational programs and team sports, health-risk appraisals, and counseling and referral programs.

In a typical year (1986), the wellness office sponsored weight control and nutrition classes, stress management lectures, non-smoking clinics, self-esteem workshops, cancer lectures, and seminars dealing with personal finance, taxes, and investment strategies. Other workshops were held on tax-sheltered annuities and retirement plans.

The wellness office sponsors exercise classes in at least four locations in each of the district's four geographical areas. Most classes are held twice a week at 3:30 p.m., when most teachers, administrators, and classified employees are able to attend.

The wellness office annually asks all employees to complete a personal health risk appraisal. After analyzing the data, the office prepares individual and organization health risk profiles. Feedback sessions are held with each school, and with individuals who request them. Paulette Mark, program manager of the wellness office, says that the

appraisals are a valuable health education tool and risk alert.

School sports teams, sponsored by the wellness office, include softball tournaments, tennis, and bowling leagues.

Athletic competition reaches a higher pitch when the district engages in the Denver Corporate Games. As one of Denver's largest employers, Jefferson County School District competes against corporate employers, such as Coors, Martin Marietta, and Mountain Bell. On a late Friday afternoon in June, and all day Saturday, the district's finest staff athletes swim, run, bowl, and play golf, volleyball, and racquetball for the glory of Jefferson County public schools.

Employee Assistance Program

A 1982 Board of Education policy states: "The Jefferson County R-1 School District is aware that there are personal problems which affect an employee's job performance. The School District recognizes that alcoholism, substance abuse, emotional, or other personal concerns are progressive illnesses that can be treated. By establishing an employee Assistance Program, the District is committed to providing prompt, diversified, and confidential assistance to troubled employees by referring them to qualified treatment facilities to help resolve individual and/or family problems that may be affecting job performance."

The policy set in motion the employee assistance program (EAP), established by the wellness office. Carol Hacker, psychologist and counselor, runs the program on a one-to-one basis. She describes its activities as follows:

"The EAP, or employee assistance program, is a referral service for employees who have problems for which they want assistance. One problem now in the forefront is substance abuse. It's part of my job to inform employees about various substance-abuse help programs, helping them decide the best one for them, and doing followup during and after treatment.

"Other types of problems for which I have found help include marital conflict, retirement concerns, child care, adult learning deficits, lifetime crises, parent-child conflict, and job-related worries. The philosophy behind EAP is that personal problems can affect job performance and that resolving these problems can benefit both the employee and the organization."

Hacker says that privacy is the right of every individual who seeks help. Therefore, records are confidential and are not put in the individual's personnel files.

Employee use of the assistance program has increased sharply each year. In its first year, 166 employees used it, in its second year 222 sought counseling, and last year the number went up to 322. On the average, 55 percent of the participants were certificated employees and 45 percent were classified. About 75 percent of them sought help of their own accord. The others were referred by their supervisors, or in some cases, by co-workers.

Technical Training

The technical training and inservice provided by the Jefferson County School District for classified employees varies according to the job. The 22 mechanics for the yellow fleet (257 school buses) and the ten mechanics for the white fleet (500 maintenance vehicles—riding lawnmowers to moving vans) get no technical training from the district. These mechanics are hired as "top of the line"; they are experts at the start of their employment. When the district purchases new types of equipment, training in their use is provided by the manufacturer. In contrast, the 220 regular school bus drivers and 60 substitutes go through rigorous training before they are allowed to transport a busload of children.

For bus drivers

All school bus drivers receive 80 hours of preservice training—40 hours in the classroom and 40 hours on the road. Throughout the work year they attend group meetings once a month for films, lectures, and discussion of problems. Each year they take an 8-hour refresher course. Drivers receive their training with pay.

All drivers receive eight hours of American Red Cross first aid instruction (a state requirement), and the eight-hour defensive driving course of the National Safety Council. They learn the mechanical aspects of the bus, the paperwork system, and the meticulous pretrip procedures. These procedures require drivers to check, twice a day, the mechanical and safety features of their bus, with checklist and pencil in hand. They inspect and manipulate 33 items under the hood, in the interior, and outside the bus—items such as belts, hoses, flashers, emergency equipment, radio, tires, and lug bolts. Drivers also are educated in motor vehicle law, transportation of the handicapped, and when and how to use the radio for reports to headquarters.

New drivers spend a full week on the road with a trainer. Practice on the driving range comes first. Next trainees learn how to follow a regular route, then special routes on which they will take students to center city sites and to athletic events. Practice for field trips into the mountains follows. Drivers on regular mountain routes are given additional training as are drivers who take students on long, cross-state or cross-country trips.

On the road, drivers learn and practice emergency procedures: how to stop the bus if the brakes fail, how to cope with mechanical failures, how to deal with unruly passengers. They learn how to put chains on their buses, take them off, and repair them. Mountain drivers chain and unchain their tires as they go from cleared highway to snow-covered road as often as six times a day, 20 percent of the year—it must be done quickly and it takes practice.

Bus driver training is done by drivers who have completed a training for trainers course given by the district director of driver training, Dick Collins. "The goal of our training is safety," Collins said. "Our mission is to transport 18,000 students safely, two ways each day."

For craftsmen and technicians

Skilled craftsmen and technicians from the maintenance department keep the district's 647 structures, their furnishings and equipment in good repair. The district's training program for electricians has been approved by the state. When they complete it, apprentices are prepared to take exams for their journeyman's licenses.

The department also provides training programs for heating/venting/air-conditioning and copier/audiovisual technicians. Technicians who repair intercom systems, computers, alarm and bell systems, typewriters, and word processors attend frequent workshops provided by manufacturers. The district's carpenters, plumbers, sheetmetal workers, steamfitters, roofers, glaziers, locksmiths, carpet layers, floorers, tilers, and painters are skilled when hired. Maintenance supervisors recently attended a regional workshop on asbestos in the environment.

For custodians

The operations department has established (1986) a new program for training the 400 custodial personnel who are responsible for the everyday upkeep of the district's buildings. Two full-time trainers are employed, one specializing in mechanical operations, the other in housekeeping functions. They go from location to location updating the custodial staffs on care and operation of the heating, air-conditioning, plumbing, and electrical systems and reviewing the guidelines on cleaning and sanitation. They leave a newly published custodial handbook with all custodial employees.

Newly hired custodians attend instructional classes before they are assigned to buildings. The new training program has also established classes at the Staff Academy on specialized operations, such as control systems. Building engineers (the head custodian at each location) attend these classes.

For office workers—and others

Formal technical training for office personnel is limited to office managers. An accountant technician from the area or main accounting office trains a new manager on a one-to-one basis. Often office managers are chosen from the ranks of assistant secretaries, and assistant secretaries from the ranks of teacher aides. When they start the office jobs, they already know the system. Teacher aides receive no formal training but learn as they go.

The food services department provides a cafeteria manager's training program for hourly food service workers who are interested in being managers. The director of food services describes it as a cram course that teaches menu planning, recordkeeping, ordering, personnel relations, nutrition, sanitation, and safety.

Coming—Quality of Work Life

Despite the substantive investment the district makes in the development of its support staff, Superintendent John B. Peper is not quite satisfied. He recently identified an ingredient that needed improvement throughout the district—quality of work life. He named an assistant superintendent and an area superintendent to form a Quality of Work Life Task Force, and commissioned it to enhance the work climate throughout the district.

Peper pointed out four high quality work life characteristics: (1) Every individual is important and must have personal identity and recognition

by name. (2) The school district has an important mission that makes the individual proud to claim membership. (3) Each person has an important job to do that no one else can do. (4) Every interpersonal transaction must show mutual respect and dignity toward all parties to the transaction.

The task force is still in its formative states. Its organizing meeting marked the first time that representatives of all units, certificated and classified, sat down together and worked on a common project. The backhoe operator and the curriculum coordinator may discover, to their surprise, that each other exists and that they are co-workers for public education. In time they may even know each other by name.

A Meal Function to Promote Collegiality

A banquet for staff? It may be a good idea, if planned and conducted properly. Let's look at the potential.

Yes, one possible concommitant of inservice education is a banquet held the evening of either the start or the end of training sessions. Social events of this type allow an informal give and take that can leave an air of cooperation and collegiality to carry over into the classroom, cafeteria, maintenance, facilities, and the school transportation units.

Neil Vining, director of special events, at James Madison University, Harrisonburg, Virginia, offers these tips to school administrators to ensure the success of meal events.

"First rule: Make sure there is money in the budget to cover costs."

- Determine cost. The biggest mistake most administrators make is not realizing how expensive it can be to run a meal function. Most people's expectations outreach their budgets. First rule: Make sure there is money in the budget to cover costs. Look for hidden costs. The quotes you receive from restaurants might not include tax and gratuity. Ask if the establishment can give you an invoice after the meal, and be sure it shows the gratuity or other charges.
- Test—and taste—the menu. Ask the establishment to show you—or better yet serve you—the meal you will be presenting to your staff. If you are having a formal meal, but timing is important, consider a buffet. This sometimes cuts down on costs and can save time. Again, see what is to be served. Complaints about "mystery meat" can spoil an in-service banquet.
- Do you need a head table? If you will be hearing a speaker after dinner, determine whether the lectern will be in the middle of the table or off to one side. Then determine how many places will be required at the head table and what kinds of audiovisual equipment might be needed.

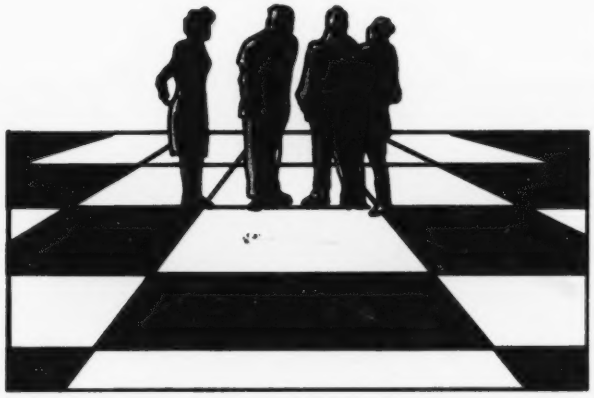
Vining says that many of these same considerations face school people when they plan banquets in schools. He points out that you might plan a meal at a school for several reasons: "The price usually is less. You won't have a charge for the rental of audiovisual equipment, and there will be no room charge. And if you plan wisely you can get your kitchen staff to prepare very good meals. What's more, if dignitaries are coming, you get a chance to show off your campus."

CHAPTER 9

BETTER BOARDMANSHIP

Inservice Education for Board Members

Preparing members for board service—State efforts and local efforts—Outline of short course for board member training— Industry can help—A test for school boards —What should a board member know?



One of the strangest traditions of democracy is how little preparation and on-the-job training is offered to lay public leaders for their (frequently) awesome responsibilities.

There is no school for Presidents, John F. Kennedy said after his election, as he struggled to master the art of chief executive. Neither are there schools for most of America's public officials. Congressmen and U.S. Senators receive less formal training for their new tasks than public school teachers. School board members usually receive little or no formal training in the art and science of serving on a school board.

Efforts have been made recently to counteract this situation. On January 1, 1985, the state of Kentucky passed a law requiring school board members to take at least 15 hours of training each year. More than a month later, Georgia passed a law requiring board members to receive orientation training "before or within one year after assuming office." And Arkansas has had a school board member training requirement for a year or two.

The Kentucky law was proposed, according to L. Kendrick Scott of the Kentucky School Boards Assooiation, in an effort "to push a minimal number of board members into a little broader exposure." The law requires documentation to prove a board member has received the 15 hours of inservice instruction. It's this documentation that has upset some board members. "The law has a lot of potential for good," Scott says, "but a lot of people resent having to document their training."

The Kentucky state board of education has directed the state school boards association to provide at least ten hours of training each year. The other five can be picked up by attending national, state, or regional school board meetings. The state offered classes covering school law, hiring a superintendent, roles and responsibilities of school board members, evaluating a superintendent, and community relations.

In Arkansas, inservice training for school board members is supervised by the state board of education. The law says that board members don't have to take training, only that the state must make training available.

The Georgia legislation, which makes training available but not mandatory, has received praise from Gary Ashley, executive of the Georgia School Boards Association. "Georgia's program holds school boards accountable, but without burdening them unduly. Part of the accountability is that board members now will be required to receive orientation training before or within one year after assuming office," Ashley says.

State or Local Training?

While the trend is to place school board member training in the hands of state school board

A Sample Policy on Orientation For New School Board/Members

An important inservice experience for new school board members stems from orientation activities soon after an individual's election or appointment to the board.

The policy here, from Douglas County, Georgia, offers useful ideas for providing such orientation.

Text of Policy

A new member—or any person who has been elected (appointed) but not yet installed by the board—is to be afforded the board's and the staff's fullest measures of courtesy and cooperation. Board and staff shall make every feasible effort to assist the new member to become fully informed about the board's functions, policies, procedures, and problems.

1. The new member shall strongly be urged to attend a new board member orientation session, sponsored by the Georgia School Boards Association and the Georgia Department of Education, as soon as possible after election. Tuition and expenses shall be paid by the board.

2. In the interim between appointment and actually assuming office, the new member will be invited to attend all meetings of the board, including executive sessions, and is to receive all reports and communications normally sent to board members.

A special workshop will be convened for orienting the new member to his or her responsibilities, to the board's method of operating, and to school district policies and problems.

4. A new member is to be provided with copies of all appropriate publications and aids, including the board policy manual and publications of the state and national school boards associations.

5. The board president and members of the administrative staff also will confer with the new board member as necessary on problems or concerns.

associations, such training has been a long local tradition.

Superintendent Jerry L. Herman once quipped: "I don't mind the hours I spend at board meetings, but I object to the time I spend drawing maps to show new board members the shortest distance between their homes and the school board office." The way out of that dilemma, Herman decided, was training board members himself.

When Herman was superintendent in West Bloomfield, Michigan, several years ago, he had a rapid turnover on his board—a situation that Herman described as creating "confusion on the board as well as throughout the entire community." To avoid such confusion, Herman devised a training plan for new board members. Out of his experience, come these hints:

- Once candidates have filed for slots on the school board, meet with these persons and give them an overview of the board and superintendent's job. This information can't be given to some and not to others—all information must be similar and offered to all candidates.
- Once elected, new board members should receive a packet of information that includes the board policies, state school laws, a staff directory, a school budget, copies of the contracts with the unions, curriculum guides, and an organization chart.
- Within the first month, it's a good idea to schedule a discussion with the new board members to answer their questions.
- Schedule a tour of the schools. Arrange also a series of meetings with key school system personnel.

Herman's hints might seem elementary, but too often board members don't receive even this basic orientation.

A more sophisticated approach is taken by the Vestal, New York, schools, which has reached out to the local business community to help teach board members—as well as administrators—some needed skills.

Vestal is the home of the Singer-Link Company, a manufacturer of training equipment for the airline industry. In line with the recent wave of efforts to involve local businesses in school improvement, the company decided to help schools with management training. The board agreed.

The Singer-Link training consisted of four sessions (approximately three hours each) followed by an evaluation session two months later. Involved were not only the school board but the middle—and upper-level management of the

Test for Board Members

Several years ago, when Stanley Bippis was superintendent of schools in Salmon, Idaho, he gave school board members a test as part of their inservice training. His point: He wanted to help the board members get a feel of what they knew and didn't know about public school operation. Here are a few of the 51 questions from the exam which appeared in *The American School Board Journal:*

1. What is considered the single most important decision a school board makes?
2. Write a sample motion needed to recess into executive session.
3. Draw a flowchart that details the proper procedure of communication from a parent to the school board.
4. Student records: (Which of the following statements are correct?)

☐ a. Must be made available to parents within 30 days after requested.
☐ b. Can be seen by parents only (or student over age 18).
☐ c. Can be seen by parents only and student with parent's permission (or student over age 18).
☐ d. May be challenged by parents to eliminate, clarify, or change any information not deemed appropriate by the parent.

5. A tenured teacher who is being considered for non-retention has which of the following rights:

☐ a. Copies of all written materials about the teacher's job performance.
☐ b. Sit in on all board meetings when his or her status is being discussed.
☐ c. An open or closed meeting.
☐ d. An attorney (at the district's expense) to review charges.
☐ e. List of all charges that lead to nonretention.

6. Students are expelled by: (Mark one)

☐ a. Adviser
☐ b. Principal
☐ c. Superintendent
☐ d. School board

7. Title IX is: (Mark the correct statement)

☐ a. Designed to protect the rights of minorities.
☐ b. Designed to guarantee equal opportunities for women.
☐ c. A program for the physically handicapped.
☐ d. A program for girls' sports.

8. When a school board member is contacted outside of regularly scheduled board meetings by any person about a concern, which of the following steps should be followed:

☐ a. Direct the person to the superintendent who will direct the caller to the appropriate source.
☐ b. Listen to the concern, refer the person to the superintendent.
☐ c. Listen to the concern, explain that you can do nothing as a board member until it is placed on the agenda, but that you will alert the appropriate person and have that person contact the caller.
☐ d. Listen to the concern, explain that you can do nothing as a board member until it is placed on the agenda, direct the caller to an appropriate source, and then wait to see what happens.

ANSWERS

☐ 1. Hiring the superintendent.
☐ 2. "As authorized by (name the state code), I move that the board go into executive session to discuss matters which by law or policy are required to be confidential."
☐ 3. Parent to teacher to principal to superintendent to school board.
☐ 4. All answers are correct.
☐ 5. a,b,c,e. Not d.
☐ 6. d
☐ 7. b
☐ 8. b

school system. The training was conducted by a local resident familiar with the history of the schools who was the company's management trainer. Items for study covered how decisions are made and how management and staff function and communicate.

One session that Vestal school executives found particularly helpful was a study of leadership styles. Board members and administrators were asked a series of questions and their answers later were charted on a grid. The individuals discovered whether their primary management style involved control, analysis, support, or promotion. Subsequently, these four leadership styles became subject for further study.

Inservice training for board members can be used as a form of crisis management—or, better still, a way to avoid crisis. In Fairfield, Connecticut, Charles Fowler says that his school board avoids crisis by periodically having an outside evaluator spend time with the board and superintendent to assess their performance and to suggest improvements.

"Many of these assessment sessions lead directly to inservice training," Fowler says. "One evaluation showed that the board meetings needed improvement, so a class was held for instruction in Robert's Rules of Order. Another board member needed help with understanding the budget process and we arranged inservice training in that area," Fowler says. "It's all tied into personal evaluations, and we work to personalize our inservice for all members of the staff."

Retreats are often used for school board orientation. In Seattle, Washington, the school board has been holding retreats since 1979. The sessions are held twice a year, on weekends, during which participants stay overnight. The purpose of the retreats: to discuss the manner in which the board operates and to evaluate the superintendent. The meetings are open to the public and the press—except for the session in which the superintentent is evaluated.

Self-Evaluation

Some superintendents consider a formal paper and pencil test for a school board a bit drastic. Another way to reach board members is through a board evaluation session in which the school board gets to view its strengths and weaknesses. This approach seems to be favored by most school board members, at least according to a survey of Colorado school board members that asked about board member and superintendent training.

Colorado board members and superintendents surveyed said their greatest area of need for training was in board member role and responsibility, followed by training in school district personnel practices, current issues, curriculum, and business areas. Board members said they preferred local training sessions and discussions that did not conflict with their work hours.

Bringing the College Teachers Classrooms To Public School

Victor Ross, associate superintendent of schools, Aurora, Colorado, says most of his inservice training is held in school district buildings. "There are two reasons. First, we think it's more convenient to have teachers learning in an environment where they feel comfortable. Second, in our long, snow-filled Colorado winters, it doesn't make sense to have 30 teachers driving in bad weather to a college campus when other arrangements can be made."

The arrangements Ross has made are worth noting. He has negotiated with area universities to hold a number of regular graduate classes in Aurora school buildings. School administrators sign up teachers who want to take a specific class, and the universities provide the professors. "It's not the full extent of our inservice training, by any means," Ross says, "but we try to take advantage of the local universities to help us provide the best inservice possible." One bonus is public relations. "University professors sometimes look down their noses at those of us in elementary and secondary schools. But once they come onto our campuses and see the kinds of programs and activities we sponsor, they are impressed. And that good impression filters up through the university community."

CHAPTER 10

INSERVICE AT THE TOP

Professional Growth for Administrators

Do school administrators neglect their own professional growth?—The administrator's contract should provide for professional growth activities—How the National Academy for School Executives can help—Other AASA services for the administrator's growth—Assessment and development aid growth of principals— What school boards want in today's school executives and what inservice should deliver.

"Topless" is the word one school administrator once used to describe a weakness in the nation's inservice education.

Inservice education is "topless," said William C. Miller in a 1977 article *(Educational Leadership)* in the sense that those at the top do not spend as much time and effort for their own professional growth as they do for the inservice of teachers, principals, support staff, and board members.

Miller, who, at the time he wrote his article was deputy superintendent, Wayne County (Michigan) Intermediate School District, nailed down his point with these words: "Strangely, educational leaders are quick to identify individuals and groups needing updating, but seldom identify that need in themselves. . . . Administrators must work along with teachers and supervisors to improve their own effectiveness."

Superintendents as no-shows or dropouts of the self-improvement process have been a concern of leaders in the profession for a number of years. This concern has been most frequently expressed by superintendents themselves. When William G. Stevenson was AASA president (1982), he wrote from his desk as superintendent of the Shoreline (Washington) public schools: "We all agree that if we neglect the education of our students today, our nation will suffer tomorrow. The same is true of school administrators. If we neglect our own professional growth today, our schools will suffer tomorrow. . . . (We) must stay ahead of the game to avoid professional obsolescence. . . . An organization seldom exceeds the abilities of its leaders. . . ."

Stevenson then proceeded to list his ideas for a superintendent's professional growth program, as good today as in 1982: "We must constantly improve our knowledge and skills in the management of curriculum and instruction, in working effectively with staff and community, in dealing with the great issues which impact our school systems, and in communicating effectively with those who must understand what we are doing if we are to be successful. . . ."

Translating such pronouncements into action has been a key concern of administrators and their organizations during the past decade.

Actions Taken

Look to your contract: Both the AASA and the National School Boards Association have urged that an item covering the superintendent's professional growth should be included "in a carefully prepared contract." Language may vary. The essential point is to specify in the contract that the district—

> . . . encourages the continuing professional growth of the superintendent through participation in . . . programs by local, state, and national school administrator and school boards associations. . .(and in) seminars and courses offered by public and private educational institutions. . . ."

The Superintendent's Contract, a joint publication of AASA and NSBA, says further that the con-

Skills To Be Assessed

1. PROBLEM ANALYSIS	Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
2. JUDGMENT	Ability to reach logical conclusions and make high quality decisions based on available information; skills in identifying educational needs and setting priorities; ability to evaluate critical written communications.
3. ORGANIZATIONAL ABILITY	Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
4. DECISIVENESS	Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.
5. LEADERSHIP	Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide its members to the accomplishment of a task.
6. SENSITIVITY	Ability to perceive the needs, concerns and personal problems of others; skill in resolving conflicts; tat in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
7. STRESS TOLERANCE	Ability to perform under pressure and during opposition; ability to think on one's feet.
8. ORAL COMMUNICATION	Ability to make clear oral presentation of facts or ideas.
9. WRITTEN COMMUNICATION	Ability to express ideas clearly in writing; to write appropriately for different audiences—students, teachers, parents, et al.
10. RANGE OF INTEREST	Competence to discuss a variety of subjects—education, political, current events, economic, etc.; desire to actively participate in events.
11. PERSONAL MOTIVATION	Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
12. EDUCATIONAL VALUES	Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

This chart originally appeared in the *NASSP Bulletin*, January 1986. It has been reprinted for use in a booklet entitled *NASSP's Assessment Center—Selecting and Developing School Leaders*, available from NASSP, 1904 Association Drive, Reston, VA 22091. Used with permission.

tract should permit a reasonable amount of release time for the superintendent "to attend to such (professional growth) matters," and should provide for payment of fees, travel, and subsistence expenses, to be approved by the district in its annual budget. All administrators need the same consideration.

An administrator's professional growth does not depend entirely on courses or seminars. Sabbaticals, opportunities to serve as consultant to other districts, to lecture, and to write on professional topics also stretch the superintendent's interests and abilities. Again, "a carefully prepared contract" should cover these points, says the joint AASA-NSBA statement.

An academy for administrators: Launching the National Academy for School Executives (NASE) was a landmark action on behalf of professional growth for administrators. Started in 1968, NASE has grown in scope and influence. Six full-time staff members now direct NASE's 90 or more seminars and institutes each year, using the talents of about 150 presenters, lecturers, and workshop directors. A seminar lasts from three to five days and is devoted to a single topic, while an institute runs from one to three days covering several topics).

The range of subjects is vast: uses of technology, robotics, staff morale, time management, brain growth, critical thinking, staff development, planning skills, management skills, leadership skills—and on through scores of additional topics. As the Academy is about to enter its 20th year, three topics dominate its programs: (1) management of curriculum and instruction, (2) maintenance of the effective schools concept, and (3) evaluation of both personnel and instructional activities.

"But of course, there is always room and time at Academy sessions for the host of other persistent and perennial problems of school administrators," says Raymond G. (Jerry.) Melton, NASE director. Among these are improving school climate, building support for schools, allocating resources, and planning.

Assessing the competencies: In yet another action to improve the administrator's performance, AASA and its Academy will start, in 1987, a development and assessment activity. *Self*-assessment and *self*-development are to be the main features of this venture. Those taking part will identify their strengths and weaknesses as school leaders and then proceed to work out a three to four year development program for themselves. During the process, there will be plenty of help from professional colleagues and from NASE staff members. The development and assessment program, recently approved by AASA's leadership, will be carried on in cooperation with the University of Texas. (For information: Jerry Melton, NASE, 1801 N. Moore St., Arlington, VA 22209.)

For Principals—A "Miracle Drug"?

"If I were a doctor, I would be touting (the process) as a miracle drug to rejuvenate the ailing administrative spirit. If taken as directed, the patient-principal will experience so many successes that he or she will feel like a new person."

These words come from a principal who had been involved in a process called "Springfield," an activity of Secondary School Principals (NASSP). And thereby hangs a tale noted for success and phenomenal growth.

The story began in 1975 when NASSP started to look for ways to access the potentials for leadership for elementary and secondary schools. By 1981, NASSP was ready to launch its first assessment center, which, it should be said immediately, is not a location but a process. NASSP sought to identify men and women who would make successful candidates for principals or assistant principals. The identification process, NASSP decided, could take place in difference locations.

Getting to the heart of the matter, NASSP's teams of psychological experts agreed that for success in the principalship a person needs skills in problem analysis, judgment, and organizational ability. Such a person also needs decisiveness, leadership, sensitivity, stress tolerance, and ability to communicate effectively orally and through the written word. Finally, required also are such attributes as a broad range of interests, personal motivation, and educational values. (See chart, "Skills To Be Assessed," on page 67 for annotation of these skills.)

Assessors go to work: To measure the skills needed for success in the principalship, NASSP recruited assessors from school districts (principal level and above) and other educational institutions. The assessors themselves go through rigorous training, since they have to apply such high-level skills as observing, recording, interpreting and reporting the behavior of participants. An assessment process may require simulation or role-playing exercises, paper and pencil tests, "in basket" experiences, interviews and solution of fact-finding problems. Participants spend two

eight-hour days completing the exercises.

Rapid growth: During the first four active years of the assessment centers, more than 3,500 participants have been assessed by 1,900 assessors. The assessment project has doubled in size each year from 1981 to 1986. As of 1986, some 40 projects were functioning in the United States, Canada and Germany. (Germany, incidentally, was the birthplace of assessment, having started there in the 1930s.)

NASSP goes into development: After selection and assessment comes—what? Development, is NASSP's answer. To this end, NASSP added in 1982 a long-term developmental phase to its assessment center ventures. Called "Springfield," this is the activity that elicited the lofty praise from principal, cited at the beginning of this section.

Participants for "Springfield," are selected through a nominating procedure, must have been assessed in an assessment center, or have been functioning as a principal. Participants are guided by "mentors" through a program requiring three days of formal training, 15 to 18 weeks of supervised inservice activity, capped by a one-day formal follow-up session. "Mentors" strive to improve the participants' skills in problem analysis, judgment, organizational ability and the other leadership skills shown in the chart (page 67).

For information about NASSP's assessment project, write to Paul W. Hersey, NASSP National Assessment Project, 1904 Association Drive, Reston, VA 22091 (703) 860-0200.

The School Board Point of View

The skills a school board looks for in a superintendent change from decade to decade. Thomas A. Shannon, executive director, National School Boards Association, has noted the trends. He says immediately after World War II, in an intense period of school growth, boards wanted school administrators with business talents. During the 1950s and 1960s, boards looked for school administrators with human relations skills—to work harmoniously with the growing multiracial and multicultural school populations. By the 1970s and early 1980s, boards prized men and women skilled in collective bargaining and school law.

Today, says Shannon, school boards want school administrators skilled in coalition building—"getting the community to support the schools and working effectively with diverse special interest groups."

Shannon also believes that school administrators should become more skilled in organizing or reorganizing the school structure for effective learning. "Decentralization is the current nostrum," says Shannon, implying that it is not an adequate answer. Further, he thinks that the inservice of superintendents should include larger doses of information on what technology can do for the instructional and administrative programs. And finally, superintendents must sharpen their skills in working *with* and *for* school boards. Putting it in larger terms, Shannon says that there is need for "educating school administrators in the American tradition of representative government and how school boards are the manifestation of that tradition in the local community."

Charting the Professional Growth of Administrators

The chart that follows is designed to

- Help you sum up the major activities of the past 12 months that enhanced your personal and professional advancement
- Help you project similar activities during the next 12 months

No order of importance is intended by the sequence of the items listed below. The ten activities are those most commonly pursued by administrators to raise the quality of their professional performance.

1. Reading

During the *past* 12 months I have read the following professional books or major reports (for example, *Beyond Public Education* by Myron Lieberman; *Educating Americans for the 21st Century* by the National Science Foundation):

a.
b.
c.

I have read the following books for pleasure and recreation (for example, *War and Peace* by Leo Tolstoy; *Abraham Lincoln* by Carl Sandburg):

a.
b.
c.

During the *next* 12 months I plan to read at least three professional and three non-professional books, such as:

a.
b.
c.

a.
b.
c.

2. Writing

During the *past* 12 months I have completed the following pieces of writing designed for publication:

a.
b.
c.

During the *next* 12 months I plan to complete the following writing projects:

a.
b.
c.

3. Investigation/Research

During the *past* 12 months I investigated the following major administrative problems in search for solutions (e.g., staff morale, teaching thinking skills):

a.
b.
c.

During the *coming* 12 months I plan to begin inquiry into these major administrative problems:

a.
b.
c.

4. Conventions/Conferences/Meetings

During the *past* 12 months I attended the following professional conventions or meetings (list national, regional, state or major local events):

a.
b.
c.

During the *next* 12 months I plan to attend the following conventions and meetings:

a.
b.
c.

5. Speaking

During the *past* 12 months I made presentations (major addresses or panel talks) before national, regional, state, or local groups, as follows:

a.
b.
c.

During the *next* 12 months I am scheduled to make presentations, as follows:

a.
b.
c.

6. Association or Community Activities

During the *past* 12 months I was involved in the following association or community activities (e.g., serving as chairperson, resource person, or committee member):

a.
b.
c.

During the *next* 12 months I plan to become active in the following association or community activities (list only new projected involvements):

a.
b.
c.

7. Travel

During the *past* 12 months I traveled for professional and personal purposes as follows:

a.
b.
c.

During the *next* 12 months I plan to travel in accordance with the following schedule:

a.
b.
c.

8. College Courses/Seminars/Institutes

During the *past* 12 months I attended the following courses, seminars, or institutes of direct interest to me:

a.
b.
c.

During the *next* 12 months I plan to enroll in similar educational activities:

a.
b.
c.

9. Visitation

During the *past* 12 months I visited school districts, colleges and universities, business and industrial establishments to keep abreast of new developments in education and administration, as follows:

a.
b.
c.

During the *next* 12 months I plan to carry out a schedule of visitation, as follows:

a.
b.
c.

10. Cultural Activities

During the *past* 12 months I attended major cultural and artistic events—opera, ballet, concert, drama, lectures—as shown below:

a.
b.
c.
d.

During the *next* 12 months I plan to attend cultural and artistic events, as indicated below:

a.
b.
c.
d.

Congress Is Willing— But the White House Balks

—the subject is training leadership for educational administration

The Leadership in Educational Adminstration Act (LEAD) was signed into law in 1984. Its sponsors, Sen. John Chaffee (R-RI) and Rep. Thomas Petri (R-WI), received the advice and assistance of organizations such as the American Association of School Administrators (AASA) in formulating the legislation. The law is alive and well. However, educational leadership groups are concerned about an apparent unwillingness of the Reagan administration to provide full funding.

The act calls for $20 million a year, until 1990, for establishing training centers for school administrators in each state. The Reagan Administration decided to ask for no money for fiscal 1986. Congress ignored that recommendation and appropriated $7.5 million, but under strictures of the Gramm/Rudman act, this sum was reduced to $7.1 million. During the continuing budget battles between Capitol Hill and the White House there was talk of rescinding even this sum and eliminating any appropriation for fiscal 1987.

"Effective school administration skills cannot be learned from a book."

Nevertheless, plans went ahead during 1986 to distribute the $7.1 among the states. Friends of the act, such as Senators Lawton Chiles (D-FL) and John Chafee (R-RI) promised that funds would also be forthcoming in the years ahead.

Under the federal regulations, a training center for school administrators could be set up by a state education agency, a local school district, higher education institutions, private nonprofit organizations,"or consortia of such entities." Those submitting proposals for a training center would have to obtain "matching funds in cash or in kind for each program of at least 50 percent." Awards will be made by the Secretary of Education, or more specifically the Education Department's Office of Research and Improvement.

What will the training centers do? What will be the nature of their work?

The centers will conduct workshops emphasizing educational and managerial skills required for effective school administration. In the words of Sen. Chafee, the centers will train administrators to

- Set educational goals and strategies to attain them
- Become skilled in evaluating teacher performance
- Assess the effectiveness of the school curriculum
- Improve the quality of instruction through classroom observation
- Improve such administrative skills as communications, consensus-building, time management, fiscal and budgetary competencies.

He added these thoughts: "This legislation recognizes that effective school administration skills cannot be learned from a book. The programs will feature instructors from the business and academic communities and will offer training by practicing administrators with proven records in effective school districts."
(current status, 10/86)

CHAPTER 9

ARRANGEMENTS FOR LEARNING

How To Treat an Audience—Captive or Not

About physical environment for inservice sessions—Providing space and facilities for lectures, group discussions, audiovisual presentations, role playing—Seats, tables, and seating arrangements

In talking to teachers about inservice education, the authors of this Critical Issues Report frequently heard comments such as these from dissatisfied participants: "We are herded into an auditorium. . . ." "We are crowded into this place or that. . . ."

These comments reflect the fact that some administrators give little thought to the physical environment in which teachers, principals, and support staff are expected to learn.

The size, shape, and arrangement of conference tables are important. The fact was shown dramatically during negotiations seeking to end the Vietnam hostilities. Most Americans could not understand why the other side argued for weeks whether the conference tables should be round or oblong—while the war in Vietnam raged on. Nevertheless, there is some research, as well as ample experience, to support the concept that physical conditions and atmosphere—including also the shape and comfort of chairs—affect the tone and spirit of discussion, whether in diplomacy or education.

It's a question of more than tables and chairs. Here are items to help raise the awareness of those responsible for the physical setups of inservice activities:

- How much space will the instructors need to conduct the training? What equipment will they require—lectern, microphones, chalkboards, screens?
- What are the anticipated audiovisual needs? Will the room have the proper equipment and electrical outlets for film, video, overhead projectors, or computer displays?
- What level of physical activity is anticipated? Will the participants break into discussion groups? Will they be asked to roleplay?
- How much privacy will be required? If participants will be asked to confer privately with instructors, can this be done in one large room or should other spaces be made available?
- Does the subject matter require security arrangements? Will expensive equipment be protected?
- How will the participants be asked to dress: school clothes, work clothes, suits, and dresses suitable for short trips to industry?

Seating Arrangements

Determining how and where people sit can determine the level of group participation. Here are several seating arrangements that promise the greatest involvement of staff.

Figure 1, Circle: The circle of chairs often is used when the task at hand requires the active involvement of individuals. Because there is no table in the middle of the circle, people can speak directly to one another with little formality. This arrangement also has no assigned spot for a "leader" and creates equality of participants.

Figure 1,
Circle 1

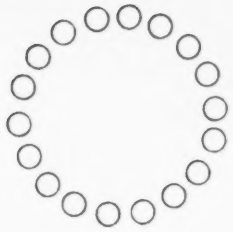


Figure 2, Broken Circle: Many training leaders use this configuration because it allows the advantage of the full circle, but can include the additional benefits of a blackboard or flip chart and a place for a leader to exercise a measure of control.

Figure 2,
Broken Circle

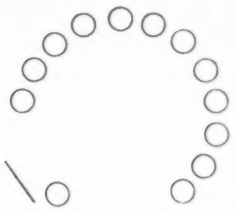
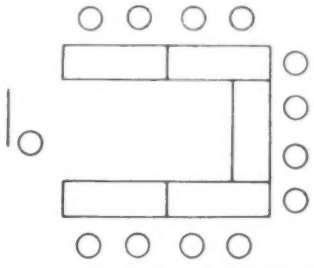


Figure 3, U-Shaped Table: This configuration is popular for seminars and administrative meetings. A U-shaped table gives participants the sense that they are all equal in the meeting. Such a layout also gives the person at the center of the U a position of power. This person can control conversation and can also make use of a chalkboard to present data or set down the mainpoints of a discussion.



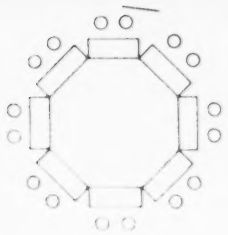


Figure 4 "Circle 'Em Up": The advantage of this configuration is that it allows breakouts and small group work without individuals leaving the room. The plan allows an entire group to sit through the lecture, and then permits each table to work on separate assignments "in place." A leader can assume a position of authority during the lecture and then can work with people individually or in teams, during breakouts. Like the round table configuration, participants have a direct sight line to each other and can exchange ideas easily.

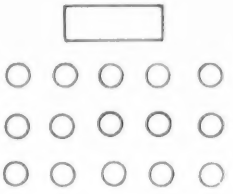


Figure 5, Classroom Style: For years, staff training has relied on conventional seating arrangements, much like a traditional school. While it gives the instructor—especially if standing on a raised platform—a great deal of control, the arrangement makes it difficult for participants to talk to anyone in the room except those seated beside them. However, it accommodates large numbers of people in a relatively small room, and it is familiar and effective for one-way communication.

How to Treat an Audience of Educators

• Hold meetings in attractive rooms with appropriate lighting, comfortable chairs, good sound, working audiovisual equipment, and refreshments. Treat people like the important educators they are.

• Use theater style only for larger groups that won't permit an alternative. Otherwise, encourage the sharing of ideas by seating people in groups of six to ten.

• If a meeting runs longer than an hour, insist on appropriate activities that will involve people in their own learning. Take needed breaks.

—William Royster, University of Alabama at Birmingham

CHAPTER 12

EVALUATION

Finding Out If Staff Development Is Working

Assessing the process and the product—How industry does it—How schools evaluate staff development—Three school districts report their experiences—Indicators of success and forms for measurement

Several years ago, editors of *Training and Development* magazine—the bible of trainers in private enterprise—concluded that "evaluation of training results was the hardest part of our jobs." The same is true of inservice trainers in school systems. After you have convinced your school board to spend the money to create the program and have convinced teachers and administrators to take part in inservice training, you must determine whether these actions have changed the way teachers teach, students learn, and administrators lead.

The Process and the Product

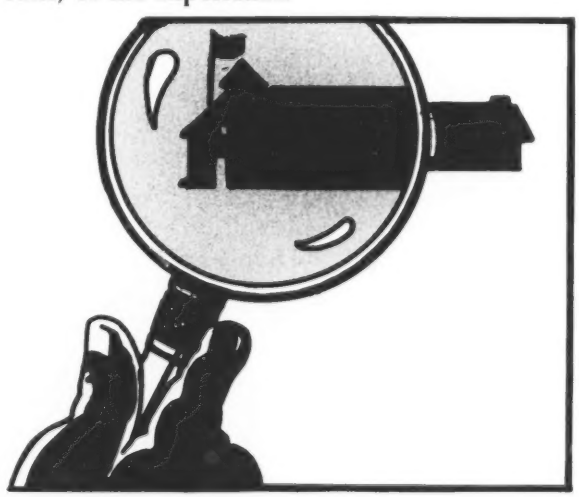
The problem of evaluation facing administrators is described by Superintendent Charlene Haronema of the Reydon, Oklahoma, public schools. Haronema begins by pointing out a flaw: We think evaluation of staff development begins when teachers fill out an evaluation form dealing with inservice activities. Responses on such a form may tell what teachers liked and didn't like—but such responses tell us nothing about the effect of training sessions on instruction. Heronema tells of one such form and what teachers reported on it. In effect, the teachers said:

. . . .We liked the workshops by the state department of education on motivation (said a majority of these filling out an evaluation form). . . . We don't see any need for more workshops on motivation (said a small percentage). . . . The workshop on reading was good (and a small percentage rated it very good); but we need workshops on topics other than reading (such was the prevailing opinions among the respondents). . . . The workshop on helping students improve their study habits was a good idea (majority opinion), but it didn't give us any practical help (the overwhelming opinion) . . .

This kind of evaluation—useful as far as it goes—doesn't produce the kind of evidence that administrators look for when promoting an inservice program.

We have to recognize when we are evaluating *process* and when we are evaluating *product.* Assessing the process is relatively easy—teachers and other staff members can readily describe what they have experienced and whether they liked their experiences.

What most boards and administrators want is proof that what teachers and administrators learn in their workshops actually gets applied to the classroom or management of schools—that is, they want an assessment of the product (or results) of the experience.



Pointers from Industry

Industry executives, too, want proof of product, but they often design evaluations in which both process and product are measured. A Xerox executive, Edward Del Gaizo, has described how his company evaluates inservice training by probing for answers at four levels:

- **Level 1:** Did participants like the program?
- **Level 2:** Did participants learn the skills?
- **Level 3:** Did participants use the skills on the job?
- **Level 4:** Did the program affect the bottom line?

A different approach to evaluation is needed to measure each level, and each is harder to evaluate than the preceding one. Gaizo's tips on measuring the different levels follow.

Level 1: Did participants like the program?

A questionnaire or "happy sheet" is the most common method of evaluating Level 1. The participants are likely to be candid on a written questionnaire that allows anonymity. But to be useful a questionnaire should follow several rules:

Pretest all questions by administering them to a group other than those being trained. This way you can be sure the respondents interpret the questions as you intended them.

Measure one idea or concept at a time. Don't ask participants to agree or disagree with a statement such as: "The readings were boring and provided me with no useful information." Written material can be boring but still provide useful information.

The questionnaire should take less than 20 minutes to complete.

Distribute the questionnaire after training is completed.

Level 2: Did participants learn skills?

If you want to measure how much a teacher or administrator has learned, you should create a job or task simulation. Objectivity is the thing to strive for. Suggestion: Consider having participants measure each other's performance.

Make sure that you measure observable behavior, not just inferences *about* behavior. "The person asked questions to clarify instructions," is a measureable, observable behavior. "The person seemed comfortable asking questions" is little more than an inference.

Level 3: Did participants use skills on the job?

Level 3 validation may require the help of a researcher skilled in managing control group investigation.

The research design should probe the question whether the skills learned are being applied at the work station—whether that is a classroom, an administrator's office, or a school bus. Schools may want to search for partners in conducting this research.

Partners may come from colleges and universities, foundations and corporations—Xerox has had considerable experience in carrying on control group research investigations.

Level 4: Did the program affect the bottom line?

Level 4 validation demands observable, quantifiable, tangible, and verifiable facts that show specific profit or performance results. Although hard data are preferable, soft data can be used if they can be verified. In other words, a statement that department efficiency increased by 5 percent is an acceptable measurement of success, but only if it can be proven by a group outside the department making the claim.

How Schools Do It

Step-by-step evaluation, such as that outlined by Xerox, is not usually the kind followed by school districts.

Education officials often get to the heart of the matter—quickly. After offering a series of workshops or seminars, they begin a followup process in which they train and evaluate, evaluate and train. This is illustrated by the experience of Jeanne E. Dorle, director of instruction for the Roseville, Minnesota, Area Schools. The Roseville story that developed over a number of years goes as follows:

After reading a Benjamin Bloom book called, *All the Children Learning*, school officials decided

to hold a four-day workshop for the entire school system on effective instruction. The workshops covered teaching to an objective, adjusting content to student abilities, monitoring student mastery of content, and reteaching.

"But this four-day workshop was only a beginning. It was what happened after that workshop that was important," Dorle says.

What happened was a continuous, year-round effort in which teachers, principals, and specially named teacher trainers began working "to reinforce the effective teacher strategies and improve the ineffective." Here, then, was a way to evaluate not only a four-day workshop, but also to check whether a workshop's lessons are applied in the classroom.

With approval of the teachers, a teacher trainer schedules three visits to each classroom to observe, take notes, and discuss their observations with the teacher.

At some point in the procedure the school principal, too, visits the classroom and observes, takes notes, and discusses findings with teachers.

"Now all this has nothing to do with the traditional, formal or required evaluation of the teacher," says Dorle, "What I'm describing are ventures in staff training—with some new twists. It is staff training based on research. It is training in which specialists in supervision give us expertise. It is training in which the presence of principals give our program importance among teachers."

It is this type of serious involvement of teachers that makes the followup and evaluation of product especially effective.

Flowing Wells, Arizona, is another school district with a deep concern for assessing the *product* of inservice education.

Officials in that district build into their program a "quality assurance component." As Phillip Corkill, associate superintendent of the school system, says, "Rewarding quality service and basing a system on extensive evaluations and assessments are only possible with comprehensive quality assurance criteria. The only way to guarantee that teachers are performing at high level is to have a variety of professionals visit the classrooms, observe the teacher and students, rate, and coach the teacher. These visits must be numerous and unannounced."

Flowing Wells uses a career ladder program to pay teachers for superior performance, so the evaluation component is especially important. A variety of qualitative and quantitative instruments are used to measure teacher mastery of inservice instruction and performance in the classroom, including: (1) Criterion referenced tests, (2) norm referenced tests, (3) content mastery tests, and (4) skills performance tests. Also used are such indicators as (5) number of students taught, (6) volume of content taught, (7) time spent on task, (8) numbers of pupils present and (9) student projects directed by the teacher.

Teachers in Flowing Wells must show evidence in their individual portfolios that they are monitoring student scores as part of their instructional practice. Teachers are required to keep track of student test scores and show constant high expectations for students. Principals and subject area specialists also monitor student progress.

Says Corkill: "Since the inception of the staff development plan, teachers have indicated that by using the skills taught, and by organizing their presentations accordingly, student learning has increased dramatically."

Evaluation in Eagle County

An impressive staff development evaluation effort is taking place in Eagle County School District, Colorado. The plan, according to Frank Dalrymple, director of staff development, was created so that goals, successes, indicators, and evaluation plans flow logically from one to another. Dalrymple continues: "Our ultimate aim is to evaluate the success of the program by determining the extent that we reach our goals. This information is reported twice a year to appropriate groups and individuals at Colorado State University, our district staff development council, the administrative team, and the school board of the Eagle County school system."

Indicators of success: When Eagle school officials launched their evaluation plan early in the 1980s, they asked, in effect," How shall we assess the program's operation? What indicators of success shall we look for?

For the first year of the program, they agreed on the following indicators:

1. A high degree of participation in staff development activities—as shown by the fact that 50 percent of the staff will have participated in at least one staff development activity by the end of the year.

2. A high degree of satisfaction with staff development activities and courses—as shown the fact that 50 percent of the staff will express a high degree of satisfaction with the activity in which they participated.

3. A high level of staff professional preparation—as shown by three indicators:

- There should be a 50 percent increase in the number of graduate hours earned annually by

the staff, when compared to the previous school year

- A significant percent of the staff will be working toward certificate endorsement as a form of professional advancement
- There should be a 25 percent increase in the number of staff members enrolled in an advanced degree program

4. A perceived improvement in classroom practice—as shown by teacher responses that they have improved their ability to meet the needs of students.
5. A perceived improvement in collegial relationships—as shown by the fact that 50 percent of the staff will indicate increased participation in collegial support systems.

The data supporting the progress and success of these indicators are collected on a specific time schedule by the district's staff development director, who uses a variety of survey forms and personnel records.

Two of the forms used in the process are printed on page ____. Each form is addressed to the teachers of the district.

For more information, write Frank Dalrymple, Director of Staff Development, Eagle County School System, Box 740, Eagle, CO 81631.

Form A. Used in Eagle County, Colorado, For Evaluation of a Staff Development Activity

Following are the statements about the staff development activity in which you just participated. Please indicate the degree to which you agree with these statements using the scale below.

1. I strongly agree
2. I agree
3. I am undecided
4. I disagree
5. I strongly disagree

Place a check (✓) in the box corresponding to your degree of agreement.

	1	2	3	4	5
1. The instructor met the stated goals	☐	☐	☐	☐	☐
2. The instructor met the stated objectives of the course/activity	☐	☐	☐	☐	☐
3. The learning activities were related to the goals and objectives of the course/activity.	☐	☐	☐	☐	☐
4. The content of the course/activity was relevant to my professional responsibilities	☐	☐	☐	☐	☐
5. The course/activity will help me grow professionally.	☐	☐	☐	☐	☐
6. The course/activity will help me grow personally.	☐	☐	☐	☐	☐
7. After this course/activity, I will be better able to meet the educational needs of students.	☐	☐	☐	☐	☐
8. After this course/activity, I will be better able to meet the psychological needs of students.	☐	☐	☐	☐	☐
9. I would participate in another staff development activity offered by this instructor.	☐	☐	☐	☐	☐
10. Participation in this staff development activity will improve my professional interaction with my fellow professionals.	☐	☐	☐	☐	☐
11. The course/activity has added to my knowledge about children and teaching.	☐	☐	☐	☐	☐

Form B. Used in Eagle County, Colorado, for Annual Evaluation of the Staff Development Program

Following are the statements about the staff development program. Please indicate the degree to which you agree with these statements using the scale below.

1. I strongly agree
2. I agree
3. I am undecided
4. I disagree
5. I strongly disagree

Place a check (✔) in the box corresponding to your degree of agreement.

	1	2	3	4	5
1. The staff development program has aided me in my professional aspirations to work toward certificate endorsement in a special area.	☐	☐	☐	☐	☐
2. The staff development program has provided opportunities for personal growth.	☐	☐	☐	☐	☐
3. The staff development program has provided opportunities for professional growth.	☐	☐	☐	☐	☐
4. Participation in staff development activities has improved my ability to respond to the educational needs of children for whom I am responsible.	☐	☐	☐	☐	☐
5. Participation in staff development activities has improved my ability to respond to the psychological needs of children for whom I am responsible.	☐	☐	☐	☐	☐
6. After participating in staff development activities there is a greater degree of congruence between my educational practices in the classroom and the district's philosophy of education.	☐	☐	☐	☐	☐
7. I feel that staff development activities have helped to improve the working climate and potential for job satisfaction throughout the school district.	☐	☐	☐	☐	☐
8. I feel that staff development activities have helped to create a climate for continuous professional renewal in the Eagle County School system.	☐	☐	☐	☐	☐

Other AASA Critical Issues Reports

Promoting Health Education in Schools: Problems and Solutions. An informative overview of both the problems and prospects for school health education . (68pp; 1985; $13.95; Stock #021-00152).

Raising Standards in Schools: Problems and Solutions. Includes results of the studies for improving standards and tells how to involve key community groups in achieving quality education. (88pp; 1985; $13.95; Stock #021-00145).

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High Tech for Schools: Problems and Solutions. Details planning models; examines "computer literacy"; and offers advice on hardware, personnel and staff development, software, and uses of computers in administration and special education. Also discusses cable television, electronic networks, and videodiscs. (96pp; 1984; $12.95; Stock #021-00122).

The Role of the Principal in Effective Schools: Problems and Solutions. Details the principal's role as instructional leader and manager; training, selection, and evaluation of principals; and how the superintendent /board help principals become more effective. (96pp; 1983; $12.95; Stock #021-00839)

Planning for Tomorrow's Schools: Problems And Solutions. Examines the ingredients of effective planning. Offers planning models and checklists; advice on involving staff and community and setting goals and objectives; information demographics, politics, finance, and attracting good teachers. (80pp; 1983; $12.95; Stock #021-00832).

Building Morale. . .Motivating Staff: Problems and Solutions. Identifies morale builders and morale killers. Includes case studies of districts with excellent morale; tips on inservice, communications, evaluation, and managing conflict. (80pp; 1983; $11.95); Stock #021-00834).

Teaching Writing: Problems and Solutions. Describes successful writing programs, how to teach students to use the writing process, tips on inservice for teachers, the principal's roles, and how to evaluate grade student writing. (96pp; 1982; $11.95; Stock # 021-00901).

School Budgeting: Problems and Solutions. Describes making the budget an integral part of the school program; budgeting methods; planning ahead; and primers on finance campaigns, PR, negotiations, and lobbying. (72pp; 1982; $10.95; Stock #021-00900).

Declining Enrollment-Closing Schools: Problems and Solutions. Details lessions learned about declining enrollment. Selected as "must reading" by the National School Boards Association. (88pp; 1981; $10.95; Stock #021-00336).

Collective Bargaining: Problems and Solutions. Selected "must reading" by the National School Boards Association. (95pp; 1981; $10.95; Stock # 021-00330).

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How Schools Can Save $$: Problems and Solutions. Includes suggestions and case studies on cutting the costs of staffing, fringe benefits, energy, and insurance. (80pp; 1980; $8.95; Stock # 021-00333).

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School Energy Crisis: Problems and Solutions. Describes solutions, including energy audits, transportation tips. (88pp; 1977; $8.95; Stock #021-00380).

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